

The University of Leeds

EXTERNAL EXAMINER'S REPORT

ACADEMIC YEAR: 2015– 2016

Part A: General Information

Subject area and awards being examined

Faculty / School of:	Health Sciences
Subject(s):	<i>Undergraduate and post registration nursing</i>
Programme(s) / Module(s):	BSc (Hons) Child Nursing – all associated child and Shared theory and practice modules New Perspectives on Child Protection
Awards (e.g. BA/BSc/MSc etc):	BSc (Hons) Child Nursing

Name and home Institution / affiliation of Examiner

Completed report

The completed report should be attached to an e-mail and sent as soon as possible, and no later than six weeks after the relevant meeting of the Board of Examiners, to exexadmin@leeds.ac.uk.

Alternatively you can post your report to: **Head of Quality Assurance**
Room 12:81, EC Stoner Building
The University of Leeds, Leeds LS2 9JT

Part B: Comments for the Institution on the Examination Process and Standards

Matters for Urgent Attention

If there are any areas which you think require urgent attention before the programme is offered again please note them in this box

Only applicable in first year of appointment

Were you provided with copies of previous relevant External Examiners' reports and the response of the School to these?

For Examiners completing their term of appointment

Please comment on your experience of the programme(s) over the period of your appointment, remarking in particular on changes from year to year and the progressive development and enhancement of the learning and teaching provision, on standards achieved, on marking and assessment and the procedures of the School

This will be my final report due to commencing maternity leave. Over the three years I have reviewed a range of different types of assessment and noted a range of marks consistent with other universities. The students undertake a range of assessment activities and these are reviewed and alternations made where appropriate. Changes have been forwarded to me for review. The students feedback that they enjoy the programme and are happy with both the academic and clinical content of their programme

Standards

1. Please indicate the extent to which the programme Aims and Intended Learning Outcomes (ILOs) were commensurate with the level of the award

- *The appropriateness of the Intended Learning Outcomes for the programme(s)/modules and of the structure and content of the programme(s);*
- *The extent to which standards are appropriate for the award or award element under consideration.*

All the modules examined met the learning outcomes. The structure and content of the modules allowed the students to gain broad and specific knowledge relevant to the module which would be transferable into the practice area. Over the three years the students level of expected knowledge and skills are comparable with the level of award

2. Did the Aims and ILOs meet the expectations of the national subject benchmark (where relevant)?

- *The comparability of the programme(s) with similar programme(s) at other institutions and against national benchmarks and the Framework for Higher Education Qualifications.*

Across the three year programme the modules cover relevant topics which relate well to the NMC Standard's for Pre-registration. The content enables the students to develop knowledge and skills related to professional values, communication and interpersonal skills, nursing practice and decision making, and leadership, management and team working. Professional values, communication, interpersonal skills and leadership are particularly evident in the shared modules, with the child field modules building on this level of knowledge and integrating it with key knowledge required of the children's nurses such as partnership working, safeguarding, advocacy, law and ethics, evaluating evidence based practice and health promotion to mention a few.

3. Please comment on the assessment methods and the appropriateness of these to the ILOs

- *The design and structure of the assessment methods, and the arrangements for the marking of modules and the classification of awards;*
- *The quality of teaching, learning and assessment methods that may be indicated by student performance.*

I have been able to review work that has been undertaken by a variety of assessment methods over the last year. Across the modules there is a variety of assessment methods such as exams, essays, workbooks and OSCE's. The variety allows the students to perform to the best of their ability and gives everyone a chance to be able to be assessed in their preferred way

The teaching across the modules utilises a variety of teaching methods which again allows all students to engage and at some point be taught using their preferred learning method. The overarching marking grids are very clear and easy to understand. The marking keys forwarded with examination papers have also been very clear and enables you to identify easily where students have obtained or lost marks. Feedback on the assessments has generally been very good

4. Were students given adequate opportunity to demonstrate their achievement of the Aims and ILOs?

- *The academic standards demonstrated by the students and, where possible, their performance in relation to students on comparable courses;*
- *The strengths and weaknesses of the students as a cohort.*

The variety of assessment methods across the three years does allow the students to demonstrate their achievements and shows their ability to meet the module learning outcomes. For each assessment reviewed there has been a variety of abilities demonstrated, with many students being average, and an expected distribution of students who consistently achieve highly and others who just obtain a pass mark or consistently fail at first attempt. Some students early in their programme show the ability to analyse and on occasions critically analyse the literature, whereas other students remain very descriptive across the three years

5. For Examiners responsible for programmes that include clinical practice components, please comment on the learning and assessment of practice components of the curriculum

Students are assessed in practice using appropriate documentation. I have been unable to meet with mentors in practice over this last year

6. Please comment on the nature and effectiveness of enhancements to the programme(s) and modules since the previous year

It would be particularly helpful if you could also identify areas of good practice which are worthy of wider dissemination.

Where necessary module leaders have made changes to module assessments and have sort feedback prior to implementation

7. Please comment on the influence of research on the curriculum and learning and teaching

This may include examples of curriculum design informed by current research in the subject; practice informed by research; students undertaking research.

Research is woven through the programme to enable students to critically analyse literature and relate this to their clinical practice. Utilising evidence based practice is part of the nurses role on a daily basis and the taught components of the modules alongside the assessments allows the students to link theory to practice.

8. **Where the programme forms part of an Integrated PhD, please comment on the appropriateness of the programme as training for a PhD**

For Examiners involved in mentoring arrangements

9. **If you have acted as a mentor to a new External Examiner or have received mentor support please comment here on the arrangements**

I have been a mentor to a new external examiner over the last year. This has not been an onerous role with minimal email contact required. The mentor role however, I would say is necessary to allow new external examiners a contact away from the university of Leeds where any queries could be discussed in confidence.

The Examination/Assessment Process

10. **The University and its Schools provide guidance for External Examiners as to their roles, powers and responsibilities. Please indicate whether this material was sufficient for you to act effectively as an External Examiner.**

Whether External Examiners have sufficient access to the material needed to make the required judgements and whether they are encouraged to request additional information.

I have had contact with members of the child team throughout the year and have been given any information required. Any queries relating to modules and marking throughout the year has been answered by the team.

11. **Did you receive appropriate documentation relating to the programmes and/or parts of programmes for which you have responsibility, e.g. programme specifications or module handbooks, marking criteria?**

The coherence of the policies and procedures relating to External Examiners and whether they match the explicit roles they are asked to perform.

I have had access to module handbooks and marking criteria on line. There was one occasion where I was not forwarded the results for a generic exam paper which meant a delay in returning the scripts

12. **Were you provided with all draft examination papers/assessments? Was the nature and level of the questions appropriate? If not, were suitable arrangements made to consider your comments?**

Any altered examination papers and assessments were forwarded to me for comment

13. **Was sufficient assessed / examined work made available to enable you to have confidence in your evaluation of the standard of student work? Were the scripts clearly marked/annotated?**

I have been able to review many scripts to allow me to assess the consistency in the marking. It would appear that Leeds do forward a larger percentage of scripts than other universities.

14. **Was the choice of subjects for dissertations appropriate? Was the method and standard of assessment appropriate?**

The students continue to cover a good range of topics in their dissertations. Many students picked some very difficult topics to critically analyse and overall the students showed a good standard.

15. **Were the administrative arrangements satisfactory for the whole process, including the operation of the Board of Examiners? Were you able to attend the meeting? Were you satisfied with the recommendations of the Board?**

Most of the module documentation is received with plenty of time for return. However there have been a couple of occasions when a very short turnaround time was requested, one of these been for the dissertations. Due to work commitments this was not possible. I will be unable to attend the board of examiners this year due to going off on maternity leave.

16. **Were appropriate procedures in place to give due consideration to mitigating circumstances and medical evidence?**

I have not been involved in the process to consider mitigating circumstances. All students with a disability have notes on their submissions.

Other comments

Please use this box if you wish to make any further comments not covered elsewhere on the form

School of Healthcare

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UNIVERSITY OF LEEDS

Direct line: 0113

E-mail:
headofschool@healthcare.leeds.ac.uk

8 February 2017

Dear

Re: External Examiner's Report –2015/2016

I should like to thank you, on behalf of the BSc (Hons) Nursing (Child) programme team, for your very positive external examiner's report. Your report has been discussed with the programme management group as part of the annual review process.

It is pleasing to note that you are satisfied with the assessment and marking processes and consider communication to have been appropriate. Thank you for undertaking the role of mentor to one of our less experienced external examiners; I am pleased to learn that you consider this to be a useful support mechanism. Although you weren't able to come to Leeds this year to meet with clinical staff, we will, of course, continue to make this opportunity available to your successor when they attend the exam board as you found that this arrangement worked well

You have highlighted that on a few occasions there was a very short turn-around time for reviewing work, particularly in relation to the dissertation module. This is an issue that the team has also recognised and they are liaising with colleagues in the School to explore how this issue can be addressed.

The team is very grateful for your feedback and would like to thank you for your advice and support last year and throughout your time as external examiner to the child nursing programme.

The team has very much enjoyed working with you over the last 3 years and wishes you well as you embark on a new stage in your life.

With kind regards,

Yours sincerely,

The University of Leeds

EXTERNAL EXAMINER'S REPORT

ACADEMIC YEAR: 2015– 2016

Part A: General Information

Subject area and awards being examined

Faculty / School of:	School of Healthcare
Subject(s):	
Programme(s) / Module(s):	MSc and Postgraduate Certificate in Leadership and Management in Health and Social Care BHSc (Hons) Nursing (Post-Registration) Leadership Modules.
Awards (e.g. BA/BSc/MSc etc):	MSc, PGCE, BHSc (Hons).

Name and home Institution / affiliation of Examiner

Completed report

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Part B: Comments for the Institution on the Examination Process and Standards

Matters for Urgent Attention

If there are any areas which you think require urgent attention before the programme is offered again please note them in this box

There are no matters requiring urgent attention. I am happy for the programmes and modules to run again this next academic year.

Only applicable in first year of appointment

Were you provided with copies of previous relevant External Examiners' reports and the response of the School to these?

I have not received any previous external examiners reports.

For Examiners completing their term of appointment

Please comment on your experience of the programme(s) over the period of your appointment, remarking in particular on changes from year to year and the progressive development and enhancement of the learning and teaching provision, on standards achieved, on marking and assessment and the procedures of the School

N/A

1. Please indicate the extent to which the programme Aims and Intended Learning Outcomes (ILOs) were commensurate with the level of the award

- *The appropriateness of the Intended Learning Outcomes for the programme(s)/modules and of the structure and content of the programme(s);*
- *The extent to which standards are appropriate for the award or award element under consideration.*

The ILO's are commensurate with the levels being assessed. The assessments allows the students to demonstrate their achievement of these.

2. Did the Aims and ILOs meet the expectations of the national subject benchmark (where relevant)?

- *The comparability of the programme(s) with similar programme(s) at other institutions and against national benchmarks and the Framework for Higher Education Qualifications.*

The aims and ILO's are appropriate for the subjects being studied and assessed against.

3. Please comment on the assessment methods and the appropriateness of these to the ILOs

- *The design and structure of the assessment methods, and the arrangements for the marking of modules and the classification of awards;*
- *The quality of teaching, learning and assessment methods that may be indicated by student performance.*

Assessment methods are appropriate for the modules and subject being studied.

4. Were students given adequate opportunity to demonstrate their achievement of the Aims and ILOs?

- *The academic standards demonstrated by the students and, where possible, their performance in relation to students on comparable courses;*
- *The strengths and weaknesses of the students as a cohort.*

I have been assessing a number of students from old cohorts who are re-submitting work. These have been weaker students academically but on the whole have achieved in the end. In my experience student performance is equal to other institutions running these programmes around the UK. Often these students are working full time in demanding roles within the NHS and Social Care. Professional and personal lives often impact upon their ability to give 100% to their studies. However student achievement is very pleasing.

5. For Examiners responsible for programmes that include clinical practice components, please comment on the learning and assessment of practice components of the curriculum

N/A

6. Please comment on the nature and effectiveness of enhancements to the programme(s) and modules since the previous year

It would be particularly helpful if you could also identify areas of good practice which are worthy of wider dissemination.

I am unaware of any enhancements

7. Please comment on the influence of research on the curriculum and learning and teaching

This may include examples of curriculum design informed by current research in the subject; practice informed by research; students undertaking research.

Again I am unaware of any changes to the curriculum.

8. Where the programme forms part of an Integrated PhD, please comment on the appropriateness of the programme as training for a PhD

N/A

For Examiners involved in mentoring arrangements

9. If you have acted as a mentor to a new External Examiner or have received mentor support please comment here on the arrangements

N/A

The Examination/Assessment Process

10. The University and its Schools provide guidance for External Examiners as to their roles, powers and responsibilities. Please indicate whether this material was sufficient for you to act effectively as an External Examiner.

Whether External Examiners have sufficient access to the material needed to make the required judgements and whether they are encouraged to request additional information.

Yes, I attended the Induction meeting for New External Examiners on the 5th January 2016. I have also met with the Programme leaders and have regular contact with them.

- 11. Did you receive appropriate documentation relating to the programmes and/or parts of programmes for which you have responsibility, e.g. programme specifications or module handbooks, marking criteria?**
The coherence of the policies and procedures relating to External Examiners and whether they match the explicit roles they are asked to perform.

Yes all documentation is available for me, which assists me to perform my role.

- 12. Were you provided with all draft examination papers/assessments? Was the nature and level of the questions appropriate? If not, were suitable arrangements made to consider your comments?**

Examinations do not form part of the assessment process. No written assessment have been changed requiring me to look at drafts.

- 13. Was sufficient assessed / examined work made available to enable you to have confidence in your evaluation of the standard of student work? Were the scripts clearly marked/annotated?**

Yes a range of assessments were available for me to assess.

- 14. Was the choice of subjects for dissertations appropriate? Was the method and standard of assessment appropriate?**

Yes, a good range of appropriate topics chosen and discussed well.

- 15. Were the administrative arrangements satisfactory for the whole process, including the operation of the Board of Examiners? Were you able to attend the meeting? Were you satisfied with the recommendations of the Board?**

My first attendance at Programme Assessment Board is not until the 7th November 2016.

- 16. Were appropriate procedures in place to give due consideration to mitigating circumstances and medical evidence?**

N/A

Other comments

Please use this box if you wish to make any further comments not covered elsewhere on the form

N/A

School of Healthcare

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UNIVERSITY OF LEEDS

Direct line: 0113

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6 February 2017

Dear

Re: **External Examiner's Report 2015-2016**

Thank you for your very positive and supportive external examiner's report.

The programme team is pleased you have found that modules across the range consistently meet high standards. The module teams have worked hard to ensure that the modules' content is current and addresses issues that are relevant to the practice of leadership and management in health and social care. It is pleasing to know that you consider the assessments undertaken by students to be well suited to demonstrate achievement of the learning outcomes.

Your recognition that students are often working full time in demanding roles within the NHS and Social Care and that as a consequence work demands and personal circumstances often impact upon their ability to give 100% to their studies is welcome. The module teams have been flexible with students to meet their needs, offering extra support as needed.

The programme team is pleased to note that you have raised no issues of concern and looks forward to continuing to work with you in the current session.

With kind regards,

Yours sincerely

Head of School of Healthcare



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