

**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**

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](mailto: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*

*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 5<sup>th</sup> 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 7<sup>th</sup> 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

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**UNIVERSITY OF LEEDS**

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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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