

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):	Nursing
Programme(s) / Module(s):	HECS 5285
Awards (e.g. BA/BSc/MSc etc):	HECS 3275

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

No

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?

Not applicable

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

My experience over the period of my appointment with the staff in the School has been fantastic, it is a really shame I have had to resign due to conflict of interest with my new post.

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.*

The programme aims and ILOs are commensurate with the level of the award. The content and structure is appropriate

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 ILOs meet the expectations of national subject benchmark/professional body requirements.

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.*

The design and structure of the assessment methods allows the students demonstrate a range of knowledge/skills necessary for this professional qualification at Masters level academic study. The quality of teaching, learning is good and assessment methods are varied.

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.*

Academic standards demonstrated by students on this programme are similar to students on comparable courses. Some students demonstrate a clear understanding of what is required of them from the assignment and they successfully achieve the ILOs. Those students who are academically weaker addressed ILO lightly and knowledge base was poor.

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

Not seen

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.

HECS 3276 - The teaching quality and methods as suggested by the work assessed is of a high standard, I was pleasantly surprised of the responses in the higher scoring scripts.

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.

Students in their assignments demonstrated how research impacts on/informs practice – those students who are academically stronger were much more able to demonstrate appreciation of the research, its implications on practice and showed a high level of critical analysis/evaluation. Those students whose work was weak, generally identified research but were not as analytical/evaluative and relied on describing.

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

Not applicable

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

Not applicable

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

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

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?

Yes

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.

Scripts were clearly marked/annotated.

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

Not applicable

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?

Yes

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

Cannot comment.

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

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8 February 2017

Dear

Re: External Examiner's Report – 2015/2016 - MSc Nursing (Adult)

Thank you very much for your external examiner's report for the MSc Nursing with Registration (Adult) programme.

Within your report you have specifically mentioned the high standard of teaching in HECS 3276 and the high quality of the answers given by the higher scoring students in their exam. The module team was also delighted with the quality of some of the responses which demonstrated great insight into the care and needs of a critically ill patient.

The team was disappointed that you have had to step down from your role as external examiner due to conflict of interest but I am pleased that your experience has been excellent and I would like to take this opportunity to thank you for your contribution to the School of Healthcare and for such a positive report.

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, University of Leeds
Subject(s):	<i>MSc Nursing (Adult)</i>
Programme(s) / Module(s):	HECS5285M; HECS 5286M; HECS 5152M; HECS3275; HECS 3276
Awards (e.g. BA/BSc/MSc etc):	<i>MSc Nursing with Registration (Adult)</i>

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

None identified to date

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 was offered this opportunity

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

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.*

The range of assessments ensures all students have an opportunity to clearly demonstrate their ability of achievement in relation to learning outcomes.

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.*

I strongly believe that the academic standards upheld by University of Leeds are in accordance with the Framework of Higher Education qualification. The quality of the course seems to be robust and appropriate for the level of study.

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.*

During my relatively short period as external examiner I have seen evidence of appropriate assessment. I believe a range of appropriate assessment methods are used to assess various components of learning (clinical skills and theory) of the course.

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 moderated various elements of students work and these demonstrate consistent marking and appropriate developmental feedback. Feedback given to students' highlights strengths and limitations of their work and they are given appropriate guidance to improve their work. This should be commended.

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

I have not yet been involved with this but I have been provided with opportunity to examine practical assessment documents when I attend the SPAM. I have been offered the opportunity to meet students and this will be organised at a later date.

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.

n/a

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.

The range of assessments enable students to demonstrate their understanding, knowledge and application of research and the evidence base that underpins contemporary nursing practice. The dissertation module evidences that the students are well supported in developing their research & evaluation skills and the level is appropriate for Masters level study. I enjoyed reading the dissertations. Students were offered a range of assessment methods, which enabled the students to explore a topic in depth and to demonstrate the value of research within healthcare practice and how this impacts, not only on their own practice, but also the quality and safety in the care delivered within the wider NHS.

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

na

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 was appointed after the external examiner induction so have not been received any mentor support. I believe I will be invited to attend the next induction session held, which I look forward to.

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 received the external examiners handbook and have access to the external examiners site on the VLE, which has been helpful. I am still familiarising myself with the paperwork and processes.

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.

At times this was difficult to locate but if I had any questions or concerns these were quickly dealt with by the unit leads and/ or the administration team. The IT staff were all extremely helpful in dealing with any issues I have always received timely and appropriate response from the professional support team and the lecturers, which is to be commended.

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?

n/a

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 also been sent/ given access to appropriate number of scripts for moderation. The feedback to the students has been sensitive but as directive as required for those students at both ends of the grading spectrum, which is important to all students. Feedback clearly evidenced the rationale for the marks awarded. There was a good range of marks offered for each assessment that I had the opportunity to examine. There is clear evidence of a rigorous marking and moderation process.

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

YES – please refer to section 7

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?

I have not yet had the opportunity to attend a board. I will be attending the SPAM on September 20th 2016. However, the process seems to be rigorous.

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

Not yet ascertained at this early stage of my external examiners role. There may be some suggestion that more students are applying for mitigation and this is something that may be discussed at the board.

Other comments

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

This is my first year of being an external examiner at the University of Leeds. I have had the opportunity to moderate various assessments/ assignments from different modules and found accessing these on Blackboard relatively simple. The VLE has been very useful, as it has helped me understand how the modules works what kinds of support student receive. I believe programme aims, objectives and learning outcomes of individual modules are aligned appropriately to the course outcomes.

The assessment expectations appear to be fair and appropriate to the level of study. The standard of marking appears to be consistent and students are provided with appropriate feedback about strengths and limitations of their work. They are also provided with relevant suggestion to improve their work. I am satisfied with the rigour of the assessment process and the amount of help and guidance provided to the students during course. I believe that grading standards, progression decisions, and award decisions are appropriate and consistent with the standards upheld in other HEIs. Like any student group there appears to be high achievers and some weaker students who may struggle more with the academic writing skills required at this level, especially in relation to the development of critical thinking and writing skills. This is certainly something experienced within my own institution.

The strengths and weaknesses of the students as a group reflect the normal composition and distribution expected at MSc level study within any HEI.

I would like to thank all the course team for their support and thus far my role has been enjoyable and interesting. I look forward to working with them over the remainder of my tenure as an external examiner.

School of Healthcare

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9 February 2017

Dear

Re: **External Examiner's Report –2015/2016**

Thank you for your constructive and supportive external examiner's report for the MSc Nursing (Adult) with Registration programme.

It is particularly encouraging to read your positive comments regarding the achievement of the programme aims and intended learning outcomes as well as the different assessment methods utilised within the programme. Your commendation of the team on the quality of feedback provided to the students on their assignments was very much appreciated, particularly as this is an area the School pays great attention to and is keen that our feedback is also developmental.

I would like to take this opportunity to thank you for your contribution to the School of Healthcare and for your continued support and advice. The team looks forward to continuing to work with you in the coming year.

Yours sincerely,