

**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):	<i>Adult Nursing and Social Work (research)</i>
Programme(s) / Module(s):	HECS2184, HECS3254, HECS1098, HECS2201
Awards (e.g. BA/BSc/MSc etc):	BSc

**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*

. N/A

**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?*

No

**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*

## 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.*

I found that the ILOs were commensurate with the level of the award, and in the research assignments, really pushed the students to the higher level of understanding. Compared with my experience of other institutions, some of the assessments were very challenging, however, the students demonstrated that they were equal to this task.

### 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.*

My experience would indicate that within undergraduate nurse research education, you are achieving the higher end of learning outcomes compared with my experience of other institutions. The modules are challenging, but clearly the capability of your students and the teaching they receive is reflected in the results.

### 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 assessment methods, again, are challenging but appropriate. They help students understand in-depth the course contents, ensuring that they develop a broad range of knowledge across the range of research paradigms. What I am particularly impressed with is how you are able to engage nursing students with quantitative research, something which is notoriously difficult, and demonstrate through their assignments that they have developed a good understanding of not only methods, but also analysis. This is not something I am accustomed to seeing in undergraduate nurses.

### 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 academic standard is very good, clearly demonstrating a good selection process. On the whole student performance is good, demonstrating a normal distribution of marks. When I first arrived and looked at the assessment criteria, I was expecting (from experience) a higher failure rate. However, I am happy to be proved wrong. The students are meeting the challenge in some challenging modules.

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

### 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.*

During my first year the university has organised a conference to examine undergraduate nursing research education. I think this was an excellent idea, and innovative in the desire to share best practice. I particularly like the assessment method used for HECS2201 as I think it really helps students demonstrate their understanding of the subject. Something which sometimes can be lost in a traditional essay examination. Most importantly, as an external I have felt engaged and listened to.

### 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.*

This is an area that I am not sure about currently, I haven't really experienced what research the module staff are involved in, so it is very difficult to assess whether the teaching is research rich.

### 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.*

The communication and introduction to the role has been excellent. I have been fully engaged with module leads, and they have always ensured that I have all the relevant paperwork, and have sent anything I required in a timely fashion.

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, as above, the induction was excellent

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. The way in which the external is requested to examine students work is the most efficient I have experienced. A clearly annotated mark sheet identifies which work they would like me to look at, but I am also given full access to all the students work

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

Choice of subjects were appropriate, on the dissertation module there was some variance in tutor feedback. On the whole the feedback was very detailed and good, however, a couple of the tutor's feedback was limited, especially on dissertations they had failed or awarded high marks too. I think it is really important to justify both a fail or a very high mark with detailed feedback so that the student, and other students (they do talk to each other) can understand the decisions behind the marks

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 been looked very well administratively and with IT, and I will attend my first board in September.

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

It has been a very enjoyable first year working with an excellent team and I look forward to the new semester.

School of Healthcare

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Direct line: 0113

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headofschool@healthcare.leeds.ac.uk

6 February 2017

Dear

Re: **External Examiner's Report 2015/2016 – BSc (Hons) Nursing (Adult) and Undergraduate Research Modules**

I should like, on behalf of the programme team, to thank you for your very positive and supportive external examiner's report.

It is pleasing that you have identified the unique nature of the modules; that you are content that the modules are effective in embracing the intended learning outcomes; and that you consider the assessment strategies to be innovative. Some of the assessments, as you note, are challenging and it is therefore reassuring that you comment that the students were equal to the task set and, as a result, developed a broad range of knowledge.

You highlight the challenges offered to the students in the research module but again confirm that the students embrace the complexity of the modules. The programme team is working hard to ensure transparency in student feedback and parity across all markers especially in HECS 3254 - Research Dissertation module. The Module Leader is discussing this with the module team and has strategies in place which hopefully will ensure a more consistent outcome.

You mentioned that you would like to see the previous external examiner's report and response and these have now been sent to you.

Thank you for your constructive support to the programme, which is very much appreciated, and for agreeing to continue in role. The team looks forward to continuing to work with you.

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:	Healthcare
Subject(s):	<i>Nursing (Adult) Programme</i>
Programme(s) / Module(s):	<b>Year 1</b> HECS 1099 Theory and Practice 2 <b>Year 2</b> HECS 2183 Theory and Practice 3 HECS 2008 Healthcare, Ethics and Law <b>Year 3</b> HECS 3248 Theory and Practice 5 HECS 3249 Theory and Practice 6
Awards (e.g. BA/BSc/MSc etc):	BSc (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  
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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 to report

**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?*

Yes

**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*

## 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.*

Intended learning objectives are appropriate for all modules reviewed. Likewise, standards are uniformly appropriate.

#### Generic comments:

While I have reviewed only a subset of undergraduate/pre-registration modules, these modules systematically advance and enable student learning. Clear progression across years is evidenced.

As far as one can reasonably infer, the good/high quality of most student submissions suggests excellent teaching.

Marking is consistent, reasonable, fair and 'vigorous'. A great deal is expected of students and, mostly, students meet this challenge.

Feedback is considered, amply comprehensive and 'forward facing'.

#### HECS 1099 Theory and Practice 2 (20 credits)

An interesting assignment. Submitted work suggests that students engage with and enjoy or gain a great deal from the module. Numerous promising scripts submitted.

#### HECS 2183 Theory and Practice 3 (40 credits)

Critical thinking skills are apparent in most if not all submitted work. Some very good pieces of work submitted.

#### HECS 2008 Healthcare, Ethics and Law (10 credits)

This well-constructed assignment allows/encourages students to explore, in a rigorous and considered fashion, issues that, while sometimes overlooked or under-considered, are relevant and pertinent to practice.

#### HECS 3248 Theory and Practice 5 (40 credits)

This interesting module 'pushes' students (fittingly) to develop and advance their thinking in relation to key/grounding aspects of care. I was able to observe (09.05.16.) a few of the presentations made by students as part of the assessment process for this module. My notes, made immediately after observations, include the following comments:

- 3 sets of presentations (total 7 presentations) were observed.
- The standard of all presentations was impressive/commendable.
  - Substance of presentations – every presentation evidenced appropriate and informed content. Students had clearly read widely and this reading informed their talks.
  - Style of presentations – students were thoroughly prepared and, while some were understandably slightly nervous, anxiety never interfered with the quality of presentations. Students were coherent and competent in delivery.
  - Conduct of presentations – all 3 sets of presentations were very well organised by attending staff.
  - Students received clear and comprehensive/thorough instructions on how to proceed.
  - The moderation process was thorough/good.
  - Written feedback was fair, balanced and reasonable.
  - Marks were appropriate.
- The entire event was well structured.

#### HECS 3249 Theory and Practice 6 (20 credits)

Another well-constructed and substantive module that effectively enables students to learn and advance their thinking skills.

### 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.*

Yes. ILOs and aims match national subject benchmarks. That is, they compare well with those espoused/demonstrated at other institutions.

**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.*

Please note above comments (box 1).

Modules are well designed, well-structured and well run.

Assessment methods are fair, consistent and robust.

Marking processes are established and function appropriately.

As far as one can reasonably infer, the good/high quality of many student submissions suggests excellent teaching.

**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.*

Please note above comments (box 1).

Yes. Students are given adequate opportunities to demonstrate achievement of module ILOs and aims.

Variation in the quality/standard of submitted student work is (i) expected and (ii) within what might be deemed 'normal' limits.

Marking adequately and fairly distinguishes between work at different ability 'levels'. Feedback to students is comprehensive and tailored to meet the needs of students working at differing levels.

Module assignments interlace theory with concrete practice.

**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.*

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.*

Student assignments include and grades reflect engagement with/acknowledgement of research when appropriate.

**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.

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

#### Other comments

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

I would like it noted that all support staff have been efficient, helpful, informative and friendly. They swiftly respond to and 'sort out' issues as they arise. Their patience is greatly appreciated.

Module leaders are equally helpful. Email and telephone requests for information are speedily met.

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13 February 2017

Dear

**Re: External Examiner's Report 2015/2016 – BSc (Hons) Nursing (Adult) and Healthcare Ethics and Law Modules**

I should like, on behalf of the programme team, to thank you for your very positive and supportive external examiner's report.

It is pleasing that you have identified the unique nature of the modules; that you are content that the modules are effective in embracing the intended learning outcomes; and that you consider the assessment strategies to be innovative, albeit at times challenging. However, it is reassuring that you consider that the students were equal to the tasks set and, as a result, developed a broad range of knowledge and skills.

Your comments regarding HECS 3248 – Theory and Practice 5 – where you were able to attend the oral examination were valued by the module team.

It was very gratifying to note your positive comments regarding the quality of the assessment feedback given to students, which you regarded as comprehensive and "forward-facing". The latter aspect is something that the School has focused on in the last year and it is therefore reassuring to receive validation that we are succeeding in this endeavour.

Thank you for your constructive support to the programme, which is very much appreciated, and for agreeing to continue in role. The team looks forward to continuing to work with you.

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):	Adult Nursing
Programme(s) / Module(s):	HECS 2156 Nursing the Acutely Ill Adult HECS2187 - Nursing the Adult with a Long Term Condition HECS 3251 Pain Assessment and management
Awards (e.g. BA/BSc/MSc etc):	

#### 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).

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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*

. 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?*

#### 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*

## 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 aims and outcomes for the modules examined were commensurate to a pre reg nursing programme
  
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.*

Yes, appropriate for NMC 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 assessments are appropriate for the content enabling the student to achieve the module aims.
  
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 student achievements in terms of range of marks across the modules in comparable to my institution.
  
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.*

Not aware of any adjustments.
  
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.*

All elements of the taught component have an evidence base which is clear in the scripts that I have reviewed.
  
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**
- 

## 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, the information is useful as a reference resource.
  
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.*

As I have been responsible for the modules for some time I am aware of the modules aims/outcomes and assessment strategy.

**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, this was sent in a timely manner and I was able to 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?**

Yes, This is very good throughout all the modules. It is clear how the scripts have been marked, results decided and the moderation process undertaken. The annotated scripts are excellent for ongoing student learning.

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

N/A

**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 attended a board.

**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**

The administrator/s in the assessment office are very efficient and respond to any queries promptly.

School of Healthcare

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University of Leeds  
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Direct line: 0113

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13 February 2017

Dear

Re: **External Examiner's Report 2015/2016 – BSc (Hons) Nursing (Adult)**

I should like, on behalf of the programme team, to thank you for your external examiner's report regarding HECS 2156 – Nursing the Acutely Ill Adult, HECS 2187 – Nursing the Adult with a Long-term Condition and HECS 3251 Pain Assessment and Management.

It is pleasing to note that you are very supportive of these modules. Your comments that assessment strategies are appropriate to support and enhance student learning and that the modules have a clear evidence-base which translates into the assessments are appreciated. The teams are particularly gratified by your observation that the feedback provided assists students to develop their work further in the future; the School places considerable emphasis on this and staff work hard to ensure that the assessment process is an enhancing experience.

The Programme Leader will liaise with the module leaders to identify the most appropriate School Progress and Award Board for you to attend this year and you will receive a formal invitation from the Student Education Support Office in due course.

Thank you for your consistent and constructive support to the programme, which is very much appreciated.

With kind regards,

Yours sincerely