

16 October 2017

Dear

External Examiner's Report for 2016-17

I am writing to thank you for your work over the last year as External Examiner for our Foundation Degrees in Healthcare for Assistant Practitioners and Nursing Associates. I know that [redacted] and [redacted] team are very appreciative of your observations on our work from an external perspective and welcome your assurance of the overall quality of this provision.

This year, the University has added further sections to the External Examiner's form to provide you with a structured response to your report from our programme team. Please find this completed form enclosed so that you can see the thoughts and plans that arise from our consideration of your comments.

With all good wishes,

The University of Leeds
EXTERNAL EXAMINER'S REPORT

ACADEMIC YEAR: 2016-17

QA Team received 23/06/2017

Part A: General Information

Subject area and awards being examined

Faculty / School of:	Lifelong Learning Centre
Subject(s):	<i>Health and Social Care</i>
Programme(s) / Module(s):	Foundation Degree: (Assistant Practitioner programme and Nursing Associate)
Awards (e.g. BA/BSc/MSc etc):	FD

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

Points of innovation and/or good practice

Please highlight areas of innovation or good practice within the programmes or processes you have been involved with in this box.

An excellent area of practice is how each module relates to the students area of practice. Actual assessment facilitates each individual student to draw upon their clinical experiences as a means of applying theory to the clinical setting. Whilst application demonstrates understanding it also demonstrates how the programmes (s) are fit for purpose.

Enhancements made from the previous year

Please highlight any enhancements made to the programme(s) or processes over the past year in this box.

It was noted that the student's originality scores (shown via turn it in) have been reduced. It is clear therefore, that the processes put in place by the programme team are effective in teaching the students how to use evidence correctly and understand the importance of avoiding plagiarism.

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

For Examiners in the first year of appointment n/a

1.	Were you provided with an External Examiners Handbook?	Y / N
2.	Were you provided with copies of previous relevant External Examiners' reports and the response of the School to these?	Y / N
3.	Were you provided with a External Examiner Mentor?	Y / N

For Examiners completing their term of appointment n/a

4.	Have you observed improvements in the programme(s) over the period of your appointment?	Y / N
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5.	Has the school responded to comments and recommendations you have made?	Y / N
6.	Where recommendations have not been implemented, did the school provide clear reasons for this?	Y / N
7.	Have you acted as a External Examiner Mentor?	Y / N

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

8.	Is the overall programme structure coherent and appropriate for the level of study?	Y
9.	Does the programme structure allow the programme aims and intended learning outcomes to be met?	Y
10.	Are the programme aims and intended learning outcomes commensurate with the level of award?	Y
11.	Did the Aims and ILOs meet the expectations of the national subject benchmark (where relevant)?	Y
12.	Is the programme(s) comparable with similar programmes at other institutions?	Y

Please use this box to explain your overall impression of the programme structure, design, aims and intended learning outcomes.

Through working with the programme team and reviewing the student's work throughout the year it is clear that the programme is meeting its aims and intended learning outcomes. In addition, it is also clear that the student's learning has benefited aspects of clinical practice.

The structure of the programme appears to be appropriate as is the general design. It is also evident that the programme team are sufficiently flexible to adapt aspects of the assessment to accommodate the different learning needs of the student group (s).

13.	Is the influence of research on the curriculum and learning and teaching clear?	Y
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Please explain how this is/could be achieved (examples might include: curriculum design informed by current research in the subject; practice informed by research; students undertaking research)

Through reviewing the students work it is clear that an important aspect of the teaching is for the student to understand that clinical practice is informed by evidence. Students also demonstrate some knowledge of the research process, primarily by citing and questioning aspects of evidence.

14.	Does the programme form part of an Integrated PhD?	N
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Please comment on the appropriateness of the programme as training for a PhD:

15.	Does the programme include clinical practice components?	Y
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Please comment on the learning and assessment of practice components of the curriculum here:

Students are required to demonstrate competence in practice. Whilst this competence is captured in practice the same students are required to compile a portfolio of evidence. As

identified in the programme, students cannot pass the FD programme without firstly demonstrating their competence.

16.	Is the programme accredited by a Professional or Statutory Regulatory Body (PSRB)?	See note
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Please comment on the value of, and the programme's ability to meet, PSRB requirements here:

Currently, the Associate Practitioner programme is being explored by a regulatory body (NMC)

Assessment and Feedback

17.	Does the programme design clearly align intended learning outcomes with assessment?	Y
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Please comment on the assessment methods and the appropriateness of these to the ILOs, in particular: 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.

A range of assessment methods are used. For example physiology is assessed via an examination whereas other modules are assessed via an essay. Through reviewing the students work each assessment method appears to be appropriate for both the topic and level. It is clear that the learning outcomes can be achieved.

The theoretical aspects are marked via the turn it in programme. Through using this electronic programme monitoring and external examination can be conducted in a timely manner.

Grades awarded match the marking criteria. Through attending the examination board it was very clear that the classification of awards adhered to the Faculty policies and procedures.

18.	Is the design and structure of the assessment methods appropriate to the level of award?	Y
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19.	Were students given adequate opportunity to demonstrate their achievement of the programme aims and intended learning outcomes?	Y
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Please comment on 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:

Through reviewing the students work it is evident that the standard of academic work is comparable to other students work with whom I am familiar. It is also evident that student differentiation is achieved and that students' academic writing improves as they progress through their programme of study.

Actual strength of the students was their ability to apply theory to practice.

A small number of students had failed to achieve their practice component in time for the examination board. Despite this comment I am very aware that a student cannot be deemed competent if they are not and also very aware that at times competent students are not necessarily good at organising their practice documents.

Please use this box to provide any additional comments you would like to make in relation to assessment and feedback:

Both assessment and feedback appears to fair and consistent. Additionally, it was noted that feedback consisted of both in text comments and a summative comments with the latter being very constructive.

The Progression and Awards Process

20.	Were you provided with guidance relating to the External Examiners role, powers and responsibilities in the examination process?	Y
21.	Was the progression and award guidance provided sufficient for you to act effectively as an External Examiner?	Y
22.	Did you receive appropriate programme documentation for your area(s) of responsibility?	Y
23.	Did you receive appropriate module documentation for your area(s) of responsibility?	Y
24.	Did you receive full details of marking criteria applicable to your area(s) of responsibility?	Y
25.	Were you provided with all draft examination papers/assessments?	Y
26.	Was the nature and level of the assessment questions appropriate?	Y
27.	Were suitable arrangements made to consider your comments on assessment questions?	Y
28.	Was sufficient assessed work made available to enable you to have confidence in your evaluation of the standard of student work?	Y
29.	Were the examination scripts clearly marked/annotated?	Y
30.	Was the choice of subjects for final year projects and/or dissertations appropriate?	Y
31.	Was the method and standard of assessment appropriate for the final year projects and/or dissertations?	Y
32.	Were the administrative arrangements satisfactory for the whole process, including the operation of the Progression and Awards Board?	Y
33.	Were you able to attend the Progression and Awards Board meeting?	Y
34.	Were you satisfied with the recommendations of the Progression and Awards Board?	Y
35.	Were you satisfied with the way decisions from the School Special Circumstances meeting were communicated to the Progression and Awards Board?	Y

Please use this box to provide any additional comments you would like to make on the questions above:

Other comments

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

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Part C: School Response to External Examiner Report**Name of School and Head of School (or nominee)**

Title and Name of Responder:

Position*:

Faculty / School of:

Address for communication:

Email:

Telephone:

Programme Manager, Foundation Degrees in Healthcare

Lifelong Learning Centre

*If the individual responding to the report is not the Head of School please state their position within the School.

Completing the School response

The completed School response (including the full original report) should be attached to an e-mail and sent to the Pro-Dean for Student Education in the relevant Faculty. Following approval by the Pro-Dean for Student Education, the School must send the response (including the full original report) directly to the External Examiner. A copy must also be emailed to the Quality Assurance Team at qat@leeds.ac.uk. External Examiners should receive a formal response no later than six weeks after receipt of the original report.

Response to Points of innovation and/or good practice

It is pleasing to read that the current assessments although generic are tailored to reflect the student's area of clinical practice. This is particularly evident in the year 2 work based project module. The trainee's place of work have recognised this good practice and some innovations have been introduced to change current practice.

Response to Enhancements made from the previous year

Recent programme team meetings identified the need for additional input from the academic skills team to highlight to the students good practice regarding referencing and academic integrity. It is good to hear that it is evident in the quality of the students work with lower Turnitin similarity scores.

Response to Matters for Urgent Attention

If any areas have been identified for urgent attention before the programme is offered again please provide a specific response to them here:

No specific response required

Response to questions 1-7 (and related comments)

Schools may provide a general response; however, where Examiners raise specific points these must be addressed individually:

No specific response required

Standards**Response to questions 8 to 16 (and related comments)**

Schools may provide a general response; however, where Examiners raise specific points these must be addressed individually:

The programme manager has established excellent communication links with all clinical partners to ensure the programme content reflects the needs of the workforce and patient groups. Clinical partners attend Programme Advisory group meetings quarterly to ensure any amendments to programme content can be acted upon in a timely manner.

The current year 2 students have completed work based projects that have resulted in changes to current clinical practice

Assessment and Feedback

Response to questions 17 to 19 (and related comments)

Schools may provide a general response; however, where Examiners raise specific points these must be addressed individually:

The programme team have reviewed assessments within the programme and have ensured there is a range of assessments linked to the learning outcomes. The team works hard to ensure all Assistant Practitioners can evidence their competence throughout the programme and therefore are fit for practice.

The Progression and Awards Process

Response to questions 20-35 (and related comments)

Schools may provide a general response; however, where Examiners raise specific points these must be addressed individually:

We are pleased to note the process ran smoothly.

Other comments

Response to items included in the 'Other Comments' section of the report

No specific response required