

The University of Leeds
EXTERNAL EXAMINER'S REPORT

ACADEMIC YEAR: 2016-17

Part A: General Information

Subject area and awards being examined

Faculty / School of:	School of Health care, Faculty of Medicine Health
Subject(s):	Nursing
Programme(s) / Module(s):	Mental Health Programme,
Awards (e.g. BA/BSc/MSc etc):	BSc (Hons) Mental Health

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.

The programme continues to provide a high-quality learning experience. The course team have amended some assessments to provide these fully online. Feedback on dissertations has been included as PDF to enable both markers to provide extensive detailed feedback outside the word limit of Turnitin. It is evident that the programme team review and respond to student evaluation through such amendments and strive to enhance the student experience on the course.

Enhancements made from the previous year

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

As above

Matters for Urgent Attention

No matters for urgent attention

For Examiners in the first year of appointment

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

4.	Have you observed improvements in the programme(s) over the period of your appointment?	Y/N
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
<p><i>Please use this box to explain your overall impression of the programme structure, design, aims and intended learning outcomes.</i></p> <p>Aims and learning outcomes appear commensurate with the level of ward. Evidence of incremental progression in learning outcomes is demonstrated between Year 1, 2 and 3 to develop a cohesive and comprehensive programme. Learning Outcomes are mapped onto the NMC pre-registration standards to demonstrate on a modular level where the required knowledge and skills for the profession are developed.</p>		
13.	Is the influence of research on the curriculum and learning and teaching clear?	Y / N
<p><i>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)</i></p> <p>For this course, students are required to complete a 10,000 literature review based dissertation, this requires engagement with contemporary healthcare research and students to be able to demonstrate knowledge of different research techniques and approaches. All assessments encourage students to make links between the evidence base for mental health and nursing practice, as students' progress through the course facilitating a more analytical approach to this research. The impact of this may also be viewed in the student cohorts' ability to draw on a range of academic sources and support their arguments with contemporary evidence. There are also examples of assessments which encourage students to draw on the latest innovations in relation to mental health practice.</p>		
14.	Does the programme form part of an Integrated PhD?	N
<p><i>Please comment on the appropriateness of the programme as training for a PhD:</i></p>		
15.	Does the programme include clinical practice components?	Y /
<p><i>Please comment on the learning and assessment of practice components of the curriculum here:</i> The assessment of practice components of the course are in line with the requirements of the Nursing and Midwifery Council.</p>		
16.	Is the programme accredited by a Professional or Statutory Regulatory Body (PSRB)?	Y
<p><i>Please comment on the value of, and the programme's ability to meet, PSRB requirements here:</i> The programme content and outcomes are mapped against the requirements of the Nursing and Midwifery Council. Using a range of learning experiences, assessments in addition to the practice components of the course, students undertaking this programme appear well prepared for registration as a mental health nurse</p>		

Assessment and Feedback

17.	Does the programme design clearly align intended learning outcomes with assessment?	Y
<p><i>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.</i></p> <p>The range of assessment approaches adopted is a strength of the programme. Assignment guidelines are well structured and the support available to students for academic staff are clearly identified. Markers on the mental health field provide a fairly consistent standard of feedback that is detailed, individualised and identifies strengths and weaknesses of the submitted work. This is provided across the bands. Moderating processes continue to be rigorous and responsive. Inconsistencies and/or process problems on two occasions during the year in the modules reviewed have been identified during moderating and have been fully addressed and clearly reported in the MAB's prior to review by externals.</p>		
18.	Is the design and structure of the assessment methods appropriate to the level of award?	Y
19.	Were students given adequate opportunity to demonstrate their achievement of the programme aims and intended learning outcomes?	Y
<p><i>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:</i></p> <p>Submissions that I have viewed, even at the lower end of the grade bracket have consistently shown a high standard of referencing accuracy and incorporation of credible literature sources to support their discussion. This suggests good quality of support for the students in the development of their core academic skills. On the whole the pass rate, and range of grades achieved would suggest an excellent quality of teaching. Assessment strategy is appropriate for the intended learning outcomes. Weaknesses are noted in skills around critical analysis, adopting a questioning approach to the interventions discussed in written assignments and/or the evidence reviewed to support discussion.</p> <p><i>Please use this box to provide any additional comments you would like to make in relation to assessment and feedback:</i></p>		

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?	N/A
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?	N
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
<p><i>Please use this box to provide any additional comments you would like to make on the questions above:</i></p> <p>Unfortunately, I am not able to attend the September progression board date due to other commitments on that date but I am satisfied with the process and communications in relation to decisions and outcomes of the boards</p>		

Other comments

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

Name of School and Head of School (or nominee)

Title and Name of Responder:

Position*:

Faculty / School of:

Address for communication:

Email:

Telephone:

Director of Student Education	
School of Healthcare	
The University of Leeds Baines Wing LEEDS LS2 9JT	

*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

The team is grateful for your acknowledgement of its efforts to be responsive to student feedback and to modify programme content and learning / assessment approaches accordingly.

Response to Enhancements made from the previous year

It is pleasing to note that you have highlighted the team's commitment to ensuring a high quality student education. The team has focused particularly on student well-being and engagement with learning.

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 matters were raised.

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:

Thank you for your continued involvement with the BSc (Hons) Nursing programme (Mental Health) over the past academic year. The team is very appreciative of the support and constructive feedback you have provided. Your feedback has been prompt and welcomed by the programme team. This has greatly helped with the assessment processes and enhancement of the programme content.

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:

It is reassuring that you have confirmed the programme continues to meet PSRB requirements and that the assessments are designed to encourage students to make clear links between the evidence base and 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:

Thank you for your positive comments in this area and reassurance that our assessment processes are rigorous and robust. Your comments on the team's attention to the programme content and the evaluative feedback it provides for students are greatly appreciated. The team maintains a commitment to assisting students to develop their academic skills, a core element of which is to their critical utilisation of evidence and citation of references. This approach applies to all assessment types with an emphasis upon ways of "selling" and promoting ideas in a clear and critical format.

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:

Your feedback responses are promptly offered and welcomed by the mental health programme team. This has greatly helped with our assessment processes and enhancement of programme content.

Other comments

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

The team would like to thank you for all your support with the programme and looks forward to extending the collaborative working partnership over the current academic year.