

The University of Leeds

EXTERNAL EXAMINER'S REPORT

ACADEMIC YEAR: 2016-17 QA Team received 05/09/2017

Part A: General Information

Subject area and awards being examined

Faculty / School of:	Healthcare
Subject(s):	<i>Nursing</i>
Programme(s) / Module(s):	BSc (Hons) Nursing (Child)
Awards (e.g. BA/BSc/MSc etc):	BSc

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.
 I was made to feel very welcome with a thorough induction day.
 Access to the VLE enabled me to see the handbooks etc as the students see them.

Enhancements made from the previous year

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

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

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
 I was appointed as External examiner in August 2016. Shortly into the academic year I was offered a job with CLIC Sargent as a Nurse educator. I immediately discussed this with _____ who advised that it would not be appropriate to continue with my position as External examiner. My new post does mean that I am working in the clinical areas alongside some of the University of Leeds student nurses. I fully understand UoL position; I continued to offer Examiner comments until a new examiner was appointed (June 2017 was when I received the last scripts).
 The comments are make are based on a short experience as External Examiner at UoL.

Standards

8.	Is the overall programme structure coherent and appropriate for the level of study?	Y / N
9.	Does the programme structure allow the programme aims and intended learning outcomes to be met?	Y / N
10.	Are the programme aims and intended learning outcomes commensurate with the level of award?	Y / N
11.	Did the Aims and ILOs meet the expectations of the national subject benchmark (where relevant)?	Y / N
12.	Is the programme(s) comparable with similar programmes at other institutions?	Y / N
<p><i>Please use this box to explain your overall impression of the programme structure, design, aims and intended learning outcomes.</i></p> <p>The programme adheres to the NMC standards for Pre-registration Nursing.</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>Active researchers in Children' nursing contribute to the programme teaching and student support. Year two module is focused around research and in year 3 a dissertation is undertaken by the students (I have not been involved with the dissertation).</p>		
14.	Does the programme form part of an Integrated PhD?	Y / 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 / N
<p><i>Please comment on the learning and assessment of practice components of the curriculum here:</i></p> <p>I discussed the clinical placement organisation with the course leader and it seemed consistent with comparable nursing programmes. I looked around the clinical skills facilities at UoL which are suitable. I have recently spoken to student nurses from UoL in the practice areas and they appear confident and competent as appropriate for their stage of education.</p>		
16.	Is the programme accredited by a Professional or Statutory Regulatory Body (PSRB)?	Y / N
<p><i>Please comment on the value of, and the programme's ability to meet, PSRB requirements here:</i></p> <p>The programme is run in accordance with nursing and Midwifery standards of pre-registration nurse education.</p>		

Assessment and Feedback

17.	Does the programme design clearly align intended learning outcomes with assessment?	Y / N
<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>I have limited experience of this. The modules I examined used written work and examinations.</p>		
18.	Is the design and structure of the assessment methods appropriate to the level of award?	Y / N
19.	Were students given adequate opportunity to demonstrate their achievement of the programme aims and intended learning outcomes?	Y / N
<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>I have not got an overview of the various modules with such a short time in office. However in the modules I commented upon there was only a small number of students who had not passed at first attempt. This correlated with my experience of other similar courses.</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> <p>Excellent guidelines on the VLE</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 / N
21.	Was the progression and award guidance provided sufficient for you to act effectively as an External Examiner?	Y / N
22.	Did you receive appropriate programme documentation for your area(s) of responsibility?	Y / N
23.	Did you receive appropriate module documentation for your area(s) of responsibility?	Y / N
24.	Did you receive full details of marking criteria applicable to your area(s) of responsibility?	Y / N
25.	Were you provided with all draft examination papers/assessments?	Y / N
26.	Was the nature and level of the assessment questions appropriate?	Y / N
27.	Were suitable arrangements made to consider your comments on assessment questions?	Y / N
28.	Was sufficient assessed work made available to enable you to have confidence in your evaluation of the standard of student work?	Y / N
29.	Were the examination scripts clearly marked/annotated?	Y / N
30.	Was the choice of subjects for final year projects and/or dissertations appropriate? N/A	Y / N
31.	Was the method and standard of assessment appropriate for the final year projects and/or dissertations? N/A	Y / N
32.	Were the administrative arrangements satisfactory for the whole process, including the operation of the Progression and Awards Board?	Y / N
33.	Were you able to attend the Progression and Awards Board meeting?	Y / N
34.	Were you satisfied with the recommendations of the Progression and Awards Board?	Y / N
35.	Were you satisfied with the way decisions from the School Special Circumstances meeting were communicated to the Progression and Awards Board?	Y / N
<p><i>Please use this box to provide any additional comments you would like to make on the questions above:</i> Exams: I was shown draft exam scripts which were to be used in future assessments-I have not examined that particular run through but I am happy exam questions are appropriate. I cannot comment on the dissertation module.</p>		

Other comments

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

The University of Leeds team were very welcoming and eager to assist. I am sorry that our relationship was not longer.

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

Baines Wing
The University of Leeds
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 gat@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 note that you consider the quality and standards required by the programme to be similar to other institutions you have worked at.

Response to Enhancements made from the previous year

It was disappointing that due your change of role you were only able to undertake the role of external examiner for a short period of time and consequently did not have the opportunity to explore fully the enhancements to the programme.

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:

None areas of concern were identified.

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:

The University only requires the appointment of a mentor for external examiners who have not undertaken this role before; given that you have previous experience of this role, the School did not therefore identify a mentor for you. The School was very grateful to you that you were able to remain in post until a replacement external examiner could be appointed.

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 to note that you are able to confirm that the programme is meeting required standards.

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:

No specific issues were raised in this section, and it is reassuring that you consider the programme to be in line with similar programmes offered by other institutions. Your comments relating to the excellence of the resources provided on the VLE to support you in your role is very much appreciated.

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:

It is pleasing to note that you were content with the progression and award processes.

Other comments

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

The team would like to thank you for your support whilst in post, which was most helpful and greatly appreciated.

The University of Leeds
EXTERNAL EXAMINER'S REPORT

ACADEMIC YEAR: 2016-17

QAT Received 30/08/2017

Part A: General Information

Subject area and awards being examined

Faculty / School of:	School of Healthcare
Subject(s):	Pre-registration Nursing
Programme(s) / Module(s):	BSc (Hons) Child Nursing – all associated child and Shared theory and practice modules
Awards (e.g. BA/BSc/MSc etc):	BSc (Hons) Child Nursing

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.

My experience so far of the programme is very positive. A quality programme well run and managed.

Enhancements made from the previous year

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

This is my first year as external examiner and I am unaware of any changes to the curriculum. The programmes have continued as planned.

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.

For Examiners in the first year of appointment

1.	Were you provided with an External Examiners Handbook?	Y
2.	Were you provided with copies of previous relevant External Examiners' reports and the response of the School to these?	Y
3.	Were you provided with a External Examiner Mentor?	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
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>The aims and ILO's are appropriate for the subjects being studied and assessed against.</p>		
13.	Is the influence of research on the curriculum and learning and teaching clear?	Y
<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>Current up to date research is woven through the modules.</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> <p>This is an undergraduate degree course with a research module which will give students an introduction to research methods.</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></p> <p>Students undertake clinical placements which equates to 50% of the programme. Students are assessed in clinical practice by mentors supported by the programme team.</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></p> <p>The programme is accredited by the Nursing and Midwifery Council (NMC) and on successful completion of the programme students are registered with this body. The course has to meet the requirements of the NMC to be validated and run. It therefore meets the full requirements.</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>Assessments are designed so that students can achieve the learning outcomes. This is clearly set out in module handbooks.</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>		

The large majority of students on this programme achieve and progress very well. A small number do seem to struggle and avoid accessing help that is available. This is in line with other institutions.

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

Being able to access the VLE enables me to look easily at a wide range of assignments.

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?	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

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

I have had excellent contact with different members of the programme team.

Other comments

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

N/A

Name of School and Head of School (or nominee)

Title and Name of Responder:	
Position*:	Director of Student Education
Faculty / School of:	School of Healthcare
Address for communication:	Baines Wing University of Leeds LEEDS LS2 9JT
Email:	
Telephone:	

*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

Thank you for agreeing to take on the additional responsibility for this programme. It is very pleasing to note that your experience has been very positive and that you consider the programme to be well run and managed.

Response to Enhancements made from the previous year

During the induction discussions, the team highlighted changes to the placement pattern implemented this year, proposed changes to placement assessment documents, the reduction in number of attempt at academic assessments and changes to the portfolio of study, and will keep you informed of any further developments as they emerge.

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 areas of concern 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:

No areas of concern were raised within this section.

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 pleasing to note that you are able to confirm that the programme continues to meet the required standards.

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:

No specific issues were raised. It is reassuring to note that you consider the programme to be in line with similar programmes at other institutions with which you are familiar.

The team has discussed the issue of low achievement by a small number of year 3 students with you. These students have received detailed feedback and received offers of support but regrettably failed to avail themselves of the help available and as a consequence continued to under achieve.

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:

Thank you for your positive response to these questions. Although you had not attended a Progression and Awards Board meeting at the time of writing the report, we are pleased that you have subsequently attended a meeting and gave positive feedback about both the programme and the support you received from the administrative staff to assist you in your role.

Other comments

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

The team would like to thank you for your support and advice over the last academic session and looks forward to continuing to work with you in the current session.

The University of Leeds
EXTERNAL EXAMINER'S REPORT

ACADEMIC YEAR: 2016-17

QAT Received 30/08/2017

Part A: General Information

Subject area and awards being examined

Faculty / School of:	School of Healthcare
Subject(s):	Pre-registration Nursing
Programme(s) / Module(s):	BSc (Hons) Child Nursing – all associated child and Shared theory and practice modules
Awards (e.g. BA/BSc/MSc etc):	BSc (Hons) Child Nursing

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.

My experience so far of the programme is very positive. A quality programme well run and managed.

Enhancements made from the previous year

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

This is my first year as external examiner and I am unaware of any changes to the curriculum. The programmes have continued as planned.

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.

For Examiners in the first year of appointment

1.	Were you provided with an External Examiners Handbook?	Y
2.	Were you provided with copies of previous relevant External Examiners' reports and the response of the School to these?	Y
3.	Were you provided with a External Examiner Mentor?	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
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>The aims and ILO's are appropriate for the subjects being studied and assessed against.</p>		
13.	Is the influence of research on the curriculum and learning and teaching clear?	Y
<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>Current up to date research is woven through the modules.</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> <p>This is an undergraduate degree course with a research module which will give students an introduction to research methods.</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></p> <p>Students undertake clinical placements which equates to 50% of the programme. Students are assessed in clinical practice by mentors supported by the programme team.</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></p> <p>The programme is accredited by the Nursing and Midwifery Council (NMC) and on successful completion of the programme students are registered with this body. The course has to meet the requirements of the NMC to be validated and run. It therefore meets the full requirements.</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>Assessments are designed so that students can achieve the learning outcomes. This is clearly set out in module handbooks.</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>		

The large majority of students on this programme achieve and progress very well. A small number do seem to struggle and avoid accessing help that is available. This is in line with other institutions.

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

Being able to access the VLE enables me to look easily at a wide range of assignments.

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?	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

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

I have had excellent contact with different members of the programme team.

Other comments

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

N/A

Name of School and Head of School (or nominee)

Title and Name of Responder:	
Position*:	Director of Student Education
Faculty / School of:	School of Healthcare
Address for communication:	Baines Wing University of Leeds LEEDS LS2 9JT
Email:	
Telephone:	

*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

Thank you for agreeing to take on the additional responsibility for this programme. It is very pleasing to note that your experience has been very positive and that you consider the programme to be well run and managed.

Response to Enhancements made from the previous year

During the induction discussions, the team highlighted changes to the placement pattern implemented this year, proposed changes to placement assessment documents, the reduction in number of attempt at academic assessments and changes to the portfolio of study, and will keep you informed of any further developments as they emerge.

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 areas of concern 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:

No areas of concern were raised within this section.

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 pleasing to note that you are able to confirm that the programme continues to meet the required standards.

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:

No specific issues were raised. It is reassuring to note that you consider the programme to be in line with similar programmes at other institutions with which you are familiar.

The team has discussed the issue of low achievement by a small number of year 3 students with you. These students have received detailed feedback and received offers of support but regrettably failed to avail themselves of the help available and as a consequence continued to under achieve.

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:

Thank you for your positive response to these questions. Although you had not attended a Progression and Awards Board meeting at the time of writing the report, we are pleased that you have subsequently attended a meeting and gave positive feedback about both the programme and the support you received from the administrative staff to assist you in your role.

Other comments

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

The team would like to thank you for your support and advice over the last academic session and looks forward to continuing to work with you in the current session.