

# The University of Leeds

## EXTERNAL EXAMINER'S REPORT

ACADEMIC YEAR: 2016-17      QA Team received 07.09.2017

### Part A: General Information

#### Subject area and awards being examined

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

### 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.*

**Marking and moderation process demonstrates good practice. It is clear how the process has been completed and students are able to see who has marked their work and who has completed moderation. Feedback is extensive and identifies both strengths and where improvements can be made.**

**The range of assessments is commendable and the students have produced some interesting and high quality work. I particularly enjoyed reading the dissertations and students have produced work using both assessment options provided. It is particularly commendable that M level nursing students are facilitated to undertake empirical research.**

#### Enhancements made from the previous year

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

I believe the number of resubmission opportunities has been reduced from 3 to 2. I believe this is an appropriate change

#### Matters for Urgent Attention

*If there are any areas which you think require urgent attention before the programme is offered again please note them in this box*

None identified

#### For Examiners in the first year of appointment

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

#### For Examiners completing their term of appointment

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

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

There does not seem to have been no major changes during my relatively short term as external examiner

## 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>I believe programme aims, objectives and learning outcomes of individual modules are aligned appropriately to the course outcomes.</p> <p>I am pleased to see that students have the opportunity to conduct empirical research.</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>The range of assessments enable students to demonstrates their understanding, knowledge and application of research and the evidence base that underpins contemporary nursing practice. The dissertation module evidences that the students are well supported in developing their research &amp; evaluation skills and the level is appropriate for Masters level study. I enjoyed reading the dissertations. Teaching staff are well qualified and there is evidence that they are research active and that they are publishing within their areas of expertise. This indicates credibility to students</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 course gives students the required skill set they need to undertake a PhD. The higher level students are demonstrating a depth of knowledge in relation to research skills, including data analysis.</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>I have yet to meet any students / mentors and I have not accessed any practice assessment documents. I hope to do this at some stage during the new academic year.</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>This course will have been validated by the NMC and therefore will meet all professional 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>I have seen evidence that a variety of assessment methods is used within this course. I believe a range of appropriate assessment methods are used to assess various components of learning (clinical skills and theory) of the course.</p> <p>The academic standards upheld by University of Leeds are in accordance with the Framework of Higher Education qualification. The quality of the course seems to be robust and appropriate for the level of study. The marking process is transparent and feedback is extensive &amp; developmental</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>The work demonstrates a range of abilities in the student groups, with some producing excellent work and others clearly find academic writing more of a challenge. However, this is to be expected and I would have concerns if all students were achieving at the higher level and the range of ability reflects the expected distribution and composition of students studying at M level. Certainly within my institution we have had some challenges during the earlier stages of the course and find that we have to go 'back to basics' and provide lots of support to get them to the level required for this level of study.</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>I am unable to access the grading criteria form for all units and it would be useful to be able to judge what criteria the students are being marked against. I would like to see what information the students are given to guide their work. Maybe I am not looking in the right place.</p> <p>A list of submission dates for each module would be helpful so that I can allocate time in my diary. Sometimes your deadlines clash with the ones within my institution, which has at times resulted in me not always responding to you in a timely manner.</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?	N
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?	N
25.	Were you provided with all draft examination papers/assessments?	N
26.	Was the nature and level of the assessment questions appropriate?	n/a
27.	Were suitable arrangements made to consider your comments on assessment questions?	N
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?	na
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:*

You have changed your VLE and I was not informed that this would be happening. This caused some concern when I had a short deadline and was unable to access the units I needed to. However I spoke to a member of your team, who was very helpful and he explained how I could access the material I need to. I have found all academics and registry supporting staff within your institution to be very helpful & professional and would like to commend them for this.

#### 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*:	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](mailto: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 your positive comments regarding the variety of assessments and the assessment process. The students engage well with the different assessments and this has led to students having their assessed work published.

**Response to Enhancements made from the previous year**

The reduction in number of re-sit opportunities has changed for the undergraduate students only. The post-graduate students have always be limited to one re-sit attempt.

**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 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:

Not specific issues were raised requiring direct comment.

**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:

Students are supported to conduct empirical research as part of the programme and despite the short time-frame in which they need to undertake this, they produce some high quality and interesting results.

## 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 regarding assessment and feedback. I am sorry that you have not been able to access the marking criteria. A rubric for the relevant academic level is attached to each individual student assessment which has been submitted. These can be located by the overall feedback box on Turnitin.

## 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:*

Although you have commented that you did not have the opportunity to comment on all examination papers, this was due to the fact that it is not possible to send draft papers for the numeracy exams as these are conducted online via the SafeMedicate package and during the examination each student is given their own unique set of questions. Draft papers were sent where the examination is managed by the School, for example, the paper for HECS 3276 was sent to you for comments early in the academic session.

I am sorry that you had difficulty accessing the new Minerva VLE but am pleased that the issues have now been resolved for you.

The team would like to thank you for your input into the programme over the last year and looks forward to continuing to work with you in the current session.

## Other comments

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

No additional comments were made.