

The University of Leeds
EXTERNAL EXAMINER'S REPORT

ACADEMIC YEAR: 2017-18

QAT Received 10/09/2018

Part A: General Information

Subject area and awards being examined

Title and Name of Examiner:

Faculty / School of:

School of Healthcare

Subject(s):

Adult Nursing

Programme(s) / Module(s):

BSc
HECS1090 - Biological Knowledge for Practice
HECS2201 - Research for Healthcare and Social Work Professionals
HECS3254 - Dissertation Module

MSc
HECS5003M - Pathophysiology

Awards (e.g. BA/BSc/MSc etc):

BSc and MSc

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 appointed on 10 April 2018 and so I am not able to currently contribute to this section.

Enhancements made from the previous year

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

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

1.	Were you provided with an External Examiner Handbook?	Y
2.	Were you provided with copies of previous External Examiners' reports and the School's responses to these?	Y
3.	Were you provided with a External Examiner Mentor?	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 an 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
<i>Please use this box to explain your overall impression of the programme structure, design, aims and intended learning outcomes.</i>		
13.	Is the influence of research on the curriculum and learning and teaching clear?	Y
<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>		
14.	Does the programme form part of an Integrated PhD?	N
<i>Please comment on the appropriateness of the programme as training for a PhD:</i>		
15.	Does the programme include clinical practice components?	Y
<i>Please comment on the learning and assessment of practice components of the curriculum here: I have not yet been able review any practice documents or meet with any current students.</i>		
16.	Is the programme accredited by a Professional or Statutory Regulatory Body (PSRB)?	Y
<i>Please comment on the value of, and the programme's ability to meet, PSRB requirements here:</i>		

Assessment and Feedback

17.	Does the programme design clearly align intended learning outcomes with assessment?	Y
<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>		
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
<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> For the modules I have reviewed to date (BSc and MSc) student performance was variable as would be expected and this is certainly a reflection of what I experience at my own institution.		

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

Have been impressed by the quality and quantity of feedback provided to the students especially for the HECS3254 Dissertation module.

The HECS5003M essays I reviewed also had comprehensive feedback provided by the markers – it was disappointing that the level of critique and analysis in the students work was not as robust as would be expected for Masters level work.

The Progression and Awards Process

20.	Were you provided with guidance relating to the External Examiner's 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?	NA
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?	NA
35.	Were you satisfied with the way decisions from the School Special Circumstances meeting were communicated to the Progression and Awards Board?	NA

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

I am hoping to be able to attend Boards over the coming academic year.

Other comments

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

I would like to thank those who have responded to my queries and questions in a prompt manner – both academic and professional services staff – this has helped me to learn more about the programmes and the modules and enable me to carry out my role effectively.

Name of School and Head of School (or nominee)

Title and Name of Examiner:

Subject(s):

Adult Nursing

Programme(s) / Module(s):

BSc
 HECS1090 - Biological Knowledge for Practice
 HECS2201 - Research for Healthcare and Social Work Professionals
 HECS3254 - Dissertation Module

MSc
 HECS5003M - Pathophysiology

Awards (e.g. BA/BSc/MSc etc):

BSc (Hons) Nursing (Adult)

Title and Name of Responder:

Position*:

Director of Student Education

Faculty / School of:

School of Healthcare

Address for communication:

The 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

We appreciate you commenced the External Examiner role mid-way during the year and therefore you are not able to fully comment on some of the sections within this report. Thank you for your input and feedback on the two modules: HECS 3254 – Dissertation Module and HECS 5003M – Pathophysiology. It is satisfying to hear that you found the feedback on the submitted dissertations robust. Your comments on the Pathophysiology module regarding the depth of criticality and analysis in the students' work have been considered by the Module Leader and will be incorporated into the assessment preparation session provided during the module.

Response to Enhancements made from the previous year

Each year, following student feedback, module leaders in consultation with module teams do ensure the session content is current and evidence-based.

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 for urgent attention 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:

We are pleased to note that you have received the information you require for your role. May we clarify that mentors are only appointed for new external examiners who do not have previous experience of the role.

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:

Your positive responses here are pleasing and you will be able to review practice documents and meet with students when you attend a SPAB.

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:

Again, thank you for your comments on the assessment and standard of the HECS 3254 work. It is encouraging to hear that the standard of work our students produce is comparable to other HEEs and that you feel that the feedback is comprehensive. Your comments on the pathophysiology module regarding the depth of criticality and analysis in the students' work have been considered by the module leader and will be incorporated into the assessment preparation session provided during the module

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 look forward to welcoming you to the University of Leeds when you are able to attend a Progression and Awards Board and will arrange for you to meet with students.

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

We are pleased to hear that you have been supported in your role by the student education support staff and the academic staff. Please continue to feel free to contact us with any queries you might have.

The University of Leeds

EXTERNAL EXAMINER'S REPORT

ACADEMIC YEAR: 2017-18

QAT Received 23/09/2018

Part A: General Information

Subject area and awards being examined

Title and Name of Examiner:

Faculty / School of:

Faculty of Medicine and Health / School of Healthcare

Subject(s):

Nursing (Adult)

Programme(s) / Module(s):

HECS 2187	Nursing the adult with a Long Term Condition
HECS 2156	Nursing the Acutely Ill Adult
HECS1098	Theory and Practice 1
HECS2184	Theory and practice 4

Awards (e.g. BA/BSc/MSc etc):

BSc (Hons)

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. In all modules seen by myself there is evidence of internal moderation and consistency in marking. In written essays students receive appropriate feedback highlighting good work and showing where improvements can be made.

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.

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

For Examiners in the first year of appointment

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

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 an 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 modules that I have seen are applicable to the professional subject and comparable to modules of study at my own institution.</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>There is a clear requirement that students work is underpinned by current thinking in Nursing and Healthcare.</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></p> <p><i>I have not been able to visit students in practice nor have I reviewed practice documentation, However the Theory-Practice essays that I have reviewed are embedded in the students practice experience and the work done in these essays reflects the students ability to consider their evolving practice in some depth.</i></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 aligned to the appropriate Nursing and Midwifery Council standards.</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>		
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><i>In the work reviewed there was a broad range of academic ability. The better students were able to apply and discuss literature in some depth in the text of their work. Poorer work was superficial and had poor theory to practice links. This is similar to the work seen at my own institution at a similar level.</i></p>		

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

N/A

The Progression and Awards Process

20.	Were you provided with guidance relating to the External Examiner's role, powers and responsibilities in the examination process?	Y
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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 / N*
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 / 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?	Y
30.	Was the choice of subjects for final year projects and/or dissertations appropriate?	n/a
31.	Was the method and standard of assessment appropriate for the final year projects and/or dissertations?	n/a
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 / 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

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

I was employed as external examiner part-way through the assessment cycle so some of the questions above are not relevant. Given the point that I commenced my role I have been provided with all the documentation necessary to complete my role of external examiner.

Other comments

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

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Name of School and Head of School (or nominee)

Title and Name of Examiner:

Subject(s):

Nursing (Adult)

Programme(s) / Module(s):

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Title and Name of Responder:

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Director of Student Education

Faculty / School of:

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Address for communication:

School of Healthcare
Baines Wing
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LEEDS LS2 (JT)

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

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Response to Points of innovation and/or good practice

Thank you for your positive comments regarding consistency in marking and moderating. The balance of feedback and where improvements can be made is an area where the lecturers have focused on in the last academic year and it is good to see the comments are transparent.

Response to Enhancements made from the previous year

The Programme team takes feedback constructively and makes considered changes where necessary.

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:

It is reassuring to note that you have not identified any matters for urgent attention.

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:

We appreciate you commenced the role mid-way through the year and it was our oversight in not giving you access to previous External Examiner reports. We are happy to share these with you should you still wish to see them. You have had access to an External Examiner Mentor and we hope that this arrangement has been helpful to you during your first year of appointment.

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 have positive comments regarding standards. We would be happy to facilitate a meeting with students and this could coincide with attendance at a SPAB later in the year.

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:

It is reassuring to note that you consider the performance of our students to be of a similar standard to that of students in your own institution.

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 considered comments in this section. You are welcome to join us at a SPAB during the year and at the same time could meet with students. The External Examiner Day is scheduled in January 2019 and we look forward to welcoming you to this event.

Other comments

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

We appreciate the support you have given the programme team since your appointment as an External Examiner and realise it was not easy for you to commence the role mid-year. Your module reports have been detailed and informative. Thank you.