

The University of Leeds
EXTERNAL EXAMINER'S REPORT

ACADEMIC YEAR: 2017-18 QAT Received 25/06/2018

Part A: General Information

Subject area and awards being examined

Title and Name of Examiner:

<i>Faculty / School of:</i>	Lifelong Learning Centre
<i>Subject(s):</i>	<i>Health</i>
<i>Programme(s) / Module(s):</i>	Foundation Degree in Healthcare for Assistant Practitioners Foundation Degree Nursing Associate
<i>Awards (e.g. BA/BSc/MSc etc):</i>	Foundation Degree

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.
Good practice is seen in the application of theory to clinical practice. In addition, students are encouraged to utilise their clinical experience as a means of reflecting on practice and considering their future role. Finally the programme team have demonstrated good practice through adapting the programme to meet the changing needs of national policy.

Enhancements made from the previous year

Please highlight any enhancements made to the programme(s) or processes over the past year in this box.
The team have managed to accommodate changes imposed by the Department of Health, namely the introduction of the Nursing Associate. The academic writing skills of the students have improved. According to the programme team this is due to constructive feedback (on assignments), tutorial sessions and study skills support.

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

No

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
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5.	Has the school responded to comments and recommendations you have made?	Y
6.	Where recommendations have not been implemented, did the school provide clear reasons for this?	n/a
7.	Have you acted as an External Examiner Mentor?	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

The programme team have managed to accommodate changes that have been imposed by the department of health, funding bodies and managed to keep abreast of the standards provided by the NMC.

The programme team have also assisted the students with their academic writing skills.

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.

Structures of both programmes are appropriate and appear fit for purpose.

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)

Student's work clearly demonstrates that they have researched their topic area and in most part have used appropriate policy / guidelines to support their views.

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:

The students have to demonstrate competency within the clinical area.

16.	Is the programme accredited by a Professional or Statutory Regulatory Body (PSRB)?	y
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*Please comment on the value of, and the programme's ability to meet, PSRB requirements here:
Currently the Nursing Associate programme is being explored by the NMC. Standards have been written and on qualification students are recorded.*

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>Students complete a range of assignments and have to demonstrate their clinical competencies. The marking of assignments appears to be fair and consistent. Student differentiation can be seen in all modules.</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>The standard of work submitted by the students is comparable to those students on similar programmes of study that I have had the opportunity to observe.</i></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>Feedback to students is accurate, timely and constructive.</p>		

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?	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
<i>Please use this box to provide any additional comments you would like to make on the questions above:</i>		

Other comments

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

It is worth noting that both programmes are producing band 4 clinical practitioners. This role is currently under development and the team are to be commended for managing this change.

Part C: School Response to External Examiner Report

Name of School and Head of School (or nominee)

Title and Name of Examiner:

Subject(s):

Health

Programme(s) / Module(s):

Foundation Degree in Healthcare for Assistant Practitioners
Foundation Degree Nursing Associate

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

Foundation Degree

Title and Name of Responder:

Position*:

Programme Manager

Faculty / School of:

Lifelong Learning Centre

Address for communication:

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 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

There have been many recent changes to the content and delivery of both foundation degree programmes. It is pleasing to read that the hard work of the team is reflected in the quality of both programmes and that standards are comparable to other similar programmes.

There is great priority placed on ensuring that students and apprentices understand the benefits of reflection and how this can enhance their delivery of high quality patient care. It is good that this is acknowledged.

Response to Enhancements made from the previous year

We were one of the initial 11 successful partnership bids chosen to deliver the HEE Nursing associate programmes. This has created many challenges for the team however it has resulted in a successful programme which has been commissioned to run again. As highlighted, this has required the team to be adaptable and work in close partnership with new employers and other HEI's. It is nice to read that these challenges and the hard work from the team are recognised.

Once again the input from the academic skills team has continued to show benefits for the students and apprentices in their improving study skills.

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:

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:

Experiences from running a Foundation Degree for Assistant Practitioners have helped to build the content for the Foundation Degree for Nursing Associates. The Foundation Degree for Nursing Associates has required the team to be adaptable in response to new guidance and a change in legislation with content relating to Professional Regulatory Body Standards to be applied from 2018 intake onwards and therefore integrated into the content delivery.

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 reviews all assessments annually to ensure that the content reflects current healthcare practice and thus ensures that all students/apprentices on completion of programme 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:

No response required

Other comments

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

No response required.