

The University of Leeds
EXTERNAL EXAMINER'S REPORT

ACADEMIC YEAR: 2017-18 QAT Received 12/10/2018

Part A: General Information

Subject area and awards being examined

Title and Name of Examiner:

Faculty / School of:

School of Healthcare

Subject(s):

Midwifery

Programme(s) / Module(s):

BSc (Hons) Midwifery Pre-registration Programme

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.

New members of the team have being supported in marking and student assessments have been moderated by experienced members of the team.

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 for the Midwifery programmes so I am not aware of any specific enhancements made to the programmes

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 is nothing to note that requires urgent attention

For Examiners in the first year of appointment

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| 1. | Were you provided with an External Examiner Handbook? | Yes |
| 2. | Were you provided with copies of previous External Examiners' reports and the School's responses to these? | No |
| 3. | Were you provided with a External Examiner Mentor? | No |

For Examiners completing their term of appointment

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| 4. | Have you observed improvements in the programme(s) over the period of your appointment? | No |
| 5. | Has the school responded to comments and recommendations you have made? | Yes |
| 6. | Where recommendations have not been implemented, did the school provide clear reasons for this? | Yes |
| 7. | Have you acted as an External Examiner Mentor? | No |

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 midwifery team are very conscientious and motivated towards teaching and supporting students. Internal marking and moderation meets appropriate standards consistent with academic level and marking criteria, is fair and consistent. Students are provided with detailed feedback in their assessments. My comments as an external examiner have always been taken seriously and have always received a prompt response from the team.

I have not seen previous external reports.

Standards

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| 8. | Is the overall programme structure coherent and appropriate for the level of study? | Yes |
| 9. | Does the programme structure allow the programme aims and intended learning outcomes to be met? | Yes |
| 10. | Are the programme aims and intended learning outcomes commensurate with the level of award? | Yes |
| 11. | Did the Aims and ILOs meet the expectations of the national subject benchmark (where relevant)? | Yes |
| 12. | Is the programme(s) comparable with similar programmes at other institutions? | Yes |

Please use this box to explain your overall impression of the programme structure, design, aims and intended learning outcomes.

The overall programme structure is coherent and appropriate. On a modular level, it is not always clear which learning outcomes relate to which assessment because with every module there are approximately 10-12 learning outcomes with different assessment.

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| 13. | Is the influence of research on the curriculum and learning and teaching clear? | Yes |
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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)

It is clear in the students assessments, particularly those receiving higher grades how well they integrate evidence based practice into their written assignments. The final module is a dissertation and the students are expected to appraise evidence to inform current practice. Some of the students demonstrate in-depth knowledge of the research process being able to systematically describe search strategies and critically appraise literature.

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| 14. | Does the programme form part of an Integrated PhD? | No |
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Please comment on the appropriateness of the programme as training for a PhD:

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| 15. | Does the programme include clinical practice components? | Yes |
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Please comment on the learning and assessment of practice components of the curriculum here:

I have not been asked to review any clinical practice documents by the midwifery team. Although, I am aware this institution also uses the Common Assessment Framework adopted by other Universities within the region.

During my next year of appointment, visiting some of the clinical areas mentors and students would be beneficial.

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| 16. | Is the programme accredited by a Professional or Statutory Regulatory Body (PSRB)? | Yes |
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Please comment on the value of, and the programme's ability to meet, PSRB requirements here:

The programme is structured in a way that meets NMC requirements.

Assessment and Feedback

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| 17. | Does the programme design clearly align intended learning outcomes with assessment? | Yes |
| <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>On a modular level, it is not always clear which learning outcomes relate to which assessment because with every module there are approximately 10-12 learning outcomes, with different types of assessment.</p> <p>There is a well-balanced variety of assessments throughout the programme, allowing students to demonstrate application of theory to practice. There was a pleasing amount of first class honours degrees awarded at the progression board demonstrating significant achievement from some students.</p> | | |
| 18. | Is the design and structure of the assessment methods appropriate to the level of award? | Yes |
| 19. | Were students given adequate opportunity to demonstrate their achievement of the programme aims and intended learning outcomes? | Yes |
| <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 quality of the students work at different academic levels is comparable to those seen in other UK Educational institutions teaching and assessing BSc Midwifery. Overall, students achieve well and the quality of their work is good. Some students do need to develop their style of academic writing and referencing.</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>The feedback provided to the students is always very constructive and helpful to develop future learning. I am invited to attend OSCE's next year which will provide me with opportunity to review the conduct of these practical based assessments.</p> <p>I have been provided with some opportunity to approve some assessment tasks, as this is my first year. My opinion has been considered if a question has arisen.</p> | | |

The Progression and Awards Process

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| 20. | Were you provided with guidance relating to the External Examiner's role, powers and responsibilities in the examination process? | Yes |
| 21. | Was the progression and award guidance provided sufficient for you to act effectively as an External Examiner? | Yes |
| 22. | Did you receive appropriate programme documentation for your area(s) of responsibility? | Yes |
| 23. | Did you receive appropriate module documentation for your area(s) of responsibility? | Yes |
| 24. | Did you receive full details of marking criteria applicable to your area(s) of responsibility? | Yes |
| 25. | Were you provided with all draft examination papers/assessments? | Yes |
| 26. | Was the nature and level of the assessment questions appropriate? | Yes |
| 27. | Were suitable arrangements made to consider your comments on assessment questions? | Yes |
| 28. | Was sufficient assessed work made available to enable you to have confidence in your evaluation of the standard of student work? | Yes |
| 29. | Were the examination scripts clearly marked/annotated? | Yes |
| 30. | Was the choice of subjects for final year projects and/or dissertations appropriate? | Yes |

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| 31. | Was the method and standard of assessment appropriate for the final year projects and/or dissertations? | Yes |
| 32. | Were the administrative arrangements satisfactory for the whole process, including the operation of the Progression and Awards Board? | Yes |
| 33. | Were you able to attend the Progression and Awards Board meeting? | Yes |
| 34. | Were you satisfied with the recommendations of the Progression and Awards Board? | Yes |
| 35. | Were you satisfied with the way decisions from the School Special Circumstances meeting were communicated to the Progression and Awards Board? | Yes |
| <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

Part C: School Response to External Examiner Report

Name of School and Head of School (or nominee)

Title and Name of Examiner:

Subject(s):

Midwifery

Programme(s) / Module(s):

BSc (Hons) Midwifery Pre-registration programme

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

BSc

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 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

Thank you for recognising the support offered to new members of the team during assessment processes. The programme has recently been reviewed and the following areas of good practice noted: Space to Relax – a joint initiative with LUU for students to practise mindfulness, access support, engage in activities to promote well-being e.g. pet therapy; Peer Assisted Learning - students supporting new first years (developing into PALS); teaching venepuncture and cannulation against LTHT competencies; student Conference around elective experiences; student careers day – preparation for employment and career development; an active midwifery Student Society (supported by lecturers) where students hosted a midwifery conference with internationally renowned speakers - this was very positively evaluated and publicised; Don't let trouble brew – with LUU timetabled access to support within the Union for dealing with issues before they become problematic during the programme.

Response to Enhancements made from the previous year

At the start of the academic year there was a review of assessment within the programme. This review led to a reduction in assessment load for students within the programme and a focus on developing assessment guidance in line with learning outcomes. The process was reviewed by the outgoing external examiner.

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:

Thank you for noting that there are no matters requiring 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:

Thank you for providing comments regarding your first year of appointment. It is pleasing to note that you have found the team responsive to your requests for information and clarification and that all necessary information regarding assessments have been provided in a timely manner. If you would find it helpful to receive the final report of your predecessor please let me know and I will arrange for this to be sent to you.

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 comments relating to the standards within the programme are appreciated. Your comment relating to the number of learning outcomes at modular level is noted and this is currently under review by the team as curriculum planning goes forward. Within this academic year there is greater emphasis on developing the assessment guidelines where students will be signposted to specific learning outcomes.

Your comment regarding the need to review clinical documents is noted and the opportunity to meet students will be available when you attend the year 3 OSCE assessment in January 2019.

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:

Your comments relating to student achievement within the programme are appreciated. We look forward to welcoming you when you attend for the OSCE assessment.

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 attendance at the progression and awards board. Your external scrutiny and diligence is appreciated.

Other comments

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

No further comments were made.