

The University of Leeds
EXTERNAL EXAMINER'S REPORT

ACADEMIC YEAR: 2018-19

QAT received 03/10/19

Part A: General Information

Subject area and awards being examined

Title and Name of Examiner:

Faculty / School of:

School of Healthcare

Subject(s):

Nursing (Mental Health) programmes

Programme(s) / Module(s):

University of Leeds for BSc (Hons) Nursing (Mental Health) programmes

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.

There is excellent practice in terms of quality assurance across the all the modules that I have seen – all processes have been transparent and fair to students. The quality and detail of the feedback across all the modules I have encountered has been excellent. Feedback has been clear, supportive and fair – it embodies good academic practice.

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 in post so I cannot offer comment comparing processes from the previous year.

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 NA

For Examiners in the first year of appointment only

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

For Examiners completing their term of appointment only

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 an 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 NA

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>This is my first year as an External Examiner at Leeds University and I can confirm that the programme is well-structured and follows a logical progression. The aims and learning objectives within the curriculum meet the appropriate academic expectations and provide students with the opportunity to demonstrate their skills whilst being challenged. The content and standard of the teaching, support, and student outcomes are similar to comparable Higher Educational Institutions.</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 teaching is clearly shaped by current research and the academic team role-model expectations for students in terms of research literacy through the construction of course content. This is then reinforced in the feedback given which in many instances points students towards literature which will develop their higher order thinking skills and criticality.</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: NA</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>The content and standard of the teaching, support, and student outcomes related to the practice components of the curriculum is similar to comparable Higher Educational Institutions. In addition, care is taken to ensure that the community of learning includes the university and health settings with practice elements given weight in the curriculum in combination with academic perspectives.</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>Structures are in place to ensure that the standards and quality of this programme meets with, and is comparable with similar programmes in the United Kingdom. These include:</p> <ul style="list-style-type: none"> • Ensuring that the curriculum meets expectations set out by the Nursing and Midwifery Council (the regulating body). • The curriculum aims, objectives and content combine within the programme to support the development of the skills, knowledge and competences needed by today's mental health nursing workforce. 		

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>The assignment expectations were clear and offered sufficient detail. The standard and range of approaches used in the assessment process were creative and rigorous. The process and standards of marking and moderation were appropriate and maintained at a high standard. The quality assurance systems in place are robust and adhered to.</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 student performance is comparable with that of participants on similar courses elsewhere and the standards achieved across the student body at Leeds reflect the expected differences in ability, commitment and external issues that can impact outcomes. All students receive detailed and constructive feedback that should, if applied, enable them to continue to improve their work. It should be noted that the quality of feedback I saw across the programme was generally excellent and the feedback was objective and supportive.</p>		
<p><i>Please use this box to provide any additional comments you would like to make in relation to assessment and feedback:</i> NA</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> NA		

Other comments

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

As this is my first year with the university I cannot comment on previous years. However, having held this role at other institutions I would like to note that the staff I have encountered as I have familiarised myself with the system and processes have been extremely helpful. They have all been open to discussion about their modules and interested in other perspectives. I would also like to commend the support team for their efficiency and warmth when liaising with me.

Part C: School Response to External Examiner Report**Name of School and Head of School (or nominee)**

Title and Name of Examiner:

Subject(s):

Mental Health Nursing

Programme(s) / Module(s):

BSc (hons) Nursing (Mental Health)

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

BSc (hons)

Title and Name of Responder:

Position*:

Director of Student Education

Faculty / School of:

School of Healthcare

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) must be sent 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

The teaching team has worked hard to ensure quality assurance across modules accessed by our students. Supervision, feedback and assessment is geared towards developing sound critical thinking amongst our students with work based upon a sound theoretical research base.

Response to Enhancements made from the previous year

The team continues to make improvements to the programme in direct response to student feedback/evaluation. All issues of note are reflected in our Programme Review Action Plan.

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 issues currently noted.

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 issues raised. The team endeavours to liaise with and communicate in a timely with our external examiner as needs arise.

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:

The team is pleased to note the positive feedback regarding the programme's structure and progression. The content and standard of the teaching, support, and student outcomes are continuously reviewed and have evaluated well across all 3 stages.

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 team strives to provide clear and detailed feedback enabling students to maximise their learning potential. This includes supporting the excellent student to consolidate and further develop their writing, encouraged where appropriate towards publication.

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:

The team endeavoured to provide clear details concerning assignment submission dates, Module assessment boards, module handbooks, assessment guidelines and any other necessary information.

Other comments

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

It is pleasing to note that our feedback is considered to be very fair, thoughtful and supportive. The team has enjoyed working with _____ as our external examiner and greatly appreciate _____ prompt response at all times and the excellent feedback on our evaluative processes _____ has offered. We would like to take this opportunity to thank _____ for _____ professional and supportive input into our programme's structure, content and assessment approaches.