

# The University of Leeds

## EXTERNAL EXAMINER'S REPORT

ACADEMIC YEAR: 2018-19

QAT received 26/09/19

### Part A: General Information

#### Subject area and awards being examined

*Title and Name of Examiner:*

*Faculty / School of:*

School of Healthcare

*Subject(s):*

*Supporting Learning in Practice*

*Programme(s) / Module(s):*

Portfolio HECS8007

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

NCB

### 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.*

Application to practice. The portfolio enables students to demonstrate relevance to their clinical field. Students are able to focus upon personal areas for development.

#### Enhancements made from the previous year

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

Clearer pass mark sheet

#### 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*

Inclusion of the SSSA (NMC 2018) standards

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

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

#### For Examiners completing their term of appointment only

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*

The team have made me feel welcome and communication has been clear. There have been delays in receiving work to review leaving short time frames. However, the team have been understanding when additional time was required on my part.

This module is based upon standards which have been recently superseded. The current period is a transitional phase to new standards. The team have responded to feedback about marksheets but no changes to the unit have been made as the module will no longer apply in its current guise. There has been evidence within the portfolios that the changing approach to supervision and assessment has been considered. The new standards were referred to by two students in the July review.

## Standards

8.	Is the overall programme structure coherent and appropriate for the level of study?	Y / N
9.	Does the programme structure allow the programme aims and intended learning outcomes to be met?	Y / N
10.	Are the programme aims and intended learning outcomes commensurate with the level of award?	Y / N
11.	Did the Aims and ILOs meet the expectations of the national subject benchmark (where relevant)?	Y / N
12.	Is the programme(s) comparable with similar programmes at other institutions?	Y / N
<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 programme meets the needs of the NMC(2008) standards. The flexible nature enables students to apply the ILO's to their personal development and practice arena.</p>		
13.	Is the influence of research on the curriculum and learning and teaching clear?	Y / N
<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 students complete a reflection which provides an opportunity to apply educational research to their role. They also illustrate the value of current research as the foundation of evidence based practice by providing examples of learning tools and opportunities.</p>		
14.	Does the programme form part of an Integrated PhD?	Y / 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 / N
<p><i>Please comment on the learning and assessment of practice components of the curriculum here: All students are supported and assessed by an experienced mentor in practice. They provide feedback upon the student's progress as well as support further development through feed forward and objective setting.</i></p>		
16.	Is the programme accredited by a Professional or Statutory Regulatory Body (PSRB)?	Y / N
<p><i>Please comment on the value of, and the programme's ability to meet, PSRB requirements here: As previously stated, this is an NMC approved module based upon the outgoing NMC 2008 standards. These have now been superseded by the Standards to support supervision and assessment (NMC 2018). This does not require NMC accreditation. I am not aware of how this transition is being managed in the Leeds area.</i></p>		

## Assessment and Feedback

17.	Does the programme design clearly align intended learning outcomes with assessment?	Y / N
<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 use of a reflective portfolio with associated evidence supports the ILOs effectively</p>		
18.	Is the design and structure of the assessment methods appropriate to the level of award?	Y / N
19.	Were students given adequate opportunity to demonstrate their achievement of the programme aims and intended learning outcomes?	Y / N

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:

All the students provided comprehensive evidence of their role in supporting learners. They selected a good range from direct supervision to hands off coaching skills. They included evidence of potential challenges and their skills in managing these in their identified objectives and reflections.

The level of academic writing varied significantly. Whilst this is a non credit bearing unit, provision of specific feed forward regarding this may have been beneficial for students in preparing for future studies. I have included this comment in the EE reports

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

### 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 / N
21.	Was the progression and award guidance provided sufficient for you to act effectively as an External Examiner?	Y / N
22.	Did you receive appropriate programme documentation for your area(s) of responsibility?	Y / N
23.	Did you receive appropriate module documentation for your area(s) of responsibility?	Y / N
24.	Did you receive full details of marking criteria applicable to your area(s) of responsibility?	Y / N
25.	Were you provided with all draft examination papers/assessments?	na
26.	Was the nature and level of the assessment questions appropriate?	Y / N
27.	Were suitable arrangements made to consider your comments on assessment questions?	na
28.	Was sufficient assessed work made available to enable you to have confidence in your evaluation of the standard of student work?	Y / N
29.	Were the examination scripts clearly marked/annotated?	na
30.	Was the choice of subjects for final year projects and/or dissertations appropriate?	na
31.	Was the method and standard of assessment appropriate for the final year projects and/or dissertations?	na
32.	Were the administrative arrangements satisfactory for the whole process, including the operation of the Progression and Awards Board?	Y / N
33.	Were you able to attend the Progression and Awards Board meeting?	Y / 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?	na

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

### 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):*

Mentoring

*Programme(s) / Module(s):*

HECS 8007 – Supporting Learning in Practice

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

Non-credit rated

*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](mailto: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 highlighting the value of the portfolio. The use of a reflective essay and portfolio development allows the student to showcase their ability to incorporate theories of learning and assessing into their clinical work with the students.

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

The team has attempted to provide the external examiner with clusters of portfolios as students often require extensions due to a number of valid reasons. At present the students submit the mentor grid online and the portfolio is a paper copy. For the September 2019 cohort, the team will explore the options of submitting the full portfolio online which should make things easier for the external examiner to access the documentation.

***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:*

On day 4 of the current SLiP course extensive attention is given to the 2018 NMC Standards and the SSSA. The SSSA standards are also integrated into other teaching days, where appropriate, parallels and differences between the two sets of standards are highlighted. This is in keeping with our agreement with \_\_\_\_\_ to introduce the 2018 NMC standards and SSSA in the current SLiP course, making the current mentors aware of them and their implications. This mirrors the mentor updates that, likewise, introduce registered mentors to the 2018 NMC standards and SSSA.

**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:*

It is pleasing to learn that the external examiner considers that a good working relationship has been developed with the team. It is reassuring to note that the external examiner has recognised that some students are referencing the 2018 NMC standards.

**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:*

As indicated above, we have agreed with \_\_\_\_\_ to introduce the 2018 NMC standards and SASA in the current SLiP course and focus on the new standards during the mentor updates for registered mentors.

**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 gratifying to hear that the external examiner is content with the method of assessment using a reflective essay and a portfolio. The comments relating to feed-forward for these students will be taken on board.

**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:*

It is pleasing to read that the external examiner is happy with the Progression and Awards Process.

**Other comments**

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

The module leader would like to take this opportunity to thank the external examiner for \_\_\_\_\_ valuable and considered comments that will help the team to maintain and improve the current quality of the module. The team looks forward to working with \_\_\_\_\_ in the current academic session.