

The University of Leeds
EXTERNAL EXAMINER'S REPORT

ACADEMIC YEAR: 2018-19 QAT Received 16/09/2019

Part A: General Information

Subject area and awards being examined

Title and Name of Examiner:

Faculty / School of:

School of Healthcare

Subject(s):

Biology - Nursing

Programme(s) / Module(s):

BSc
HECS1090 - Biological Knowledge for Practice

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.
N/A

Enhancements made from the previous year

Please highlight any enhancements made to the programme(s) or processes over the past year in this box.
Not aware of any.

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 only

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 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

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>Please use this box to explain your overall impression of the programme structure, design, aims and intended learning outcomes.</p>		
13.	Is the influence of research on the curriculum and learning and teaching clear?	Y
<p>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)</p> <p>Students are expected to complete a module on research methods and a dissertation.</p>		
14.	Does the programme form part of an Integrated PhD?	N
<p>Please comment on the appropriateness of the programme as training for a PhD:</p>		
15.	Does the programme include clinical practice components?	Y
<p>Please comment on the learning and assessment of practice components of the curriculum here:</p> <p>I have not yet been able review any practice documents or meet with any current students – but would like to at some point.</p>		
16.	Is the programme accredited by a Professional or Statutory Regulatory Body (PSRB)?	Y
<p>Please comment on the value of, and the programme's ability to meet, PSRB requirements here:</p> <p>I am aware that a new curriculum is under development to meet the 2018 NMC Standards.</p>		

Assessment and Feedback

17.	Does the programme design clearly align intended learning outcomes with assessment?	Y
<p>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.</p> <p>Students complete a guided study pack, which asks them to answer a range of questions on biology related to nursing practice. There is an emphasis on detail required but at a suitable level for degree level work.</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>For the modules I have reviewed over the last year (BSc and MSc) student performance was variable as would be expected as some students demonstrate quite weak knowledge and understanding of the biology required – it is quite likely that these are students who do not have a strong background in biology prior to commencing the programme.</p> <p>This is certainly a reflection of what I experience at my own institution.</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>		

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?	Can't comment
31.	Was the method and standard of assessment appropriate for the final year projects and/or dissertations?	Can't comment
32.	Were the administrative arrangements satisfactory for the whole process, including the operation of the Progression and Awards Board?	Can't comment
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?	Can't comment
35.	Were you satisfied with the way decisions from the School Special Circumstances meeting were communicated to the Progression and Awards Board?	Can't comment
<p><i>Please use this box to provide any additional comments you would like to make on the questions above:</i></p>		

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 all of the staff for their speedy response to any queries that I have had. It is much appreciated and certainly makes my role much easier.

Name of School and Head of School (or nominee)

Title and Name of Examiner:

Subject(s):

Bioscience in Nursing

Programme(s) / Module(s):

BSc (Hons) Nursing – HECS 1090 HECS 1121 Biological Knowledge for practice (Fulltime undergraduate and apprenticeship respectively).

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

BSc (Hons) Nursing

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) 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 content of HECS 1090 is now also delivered to apprentice nurses taking HECS 1121. The guided study package has facilitated a seamless experience to support this new student group with a 'part time' status. Continuity of learning has also been achieved by ensuring lecture media files were readily available.

Response to Enhancements made from the previous year

The team has altered the medium for delivery of the guided study package, which is no longer available as a printed booklet. Instead students now access and complete an electronic version.

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 were identified 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:

These questions are not applicable at the current time.

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:

Thank you for confirming your satisfaction with our standards. The programme team would be happy to facilitate a meeting with the students. Please do not hesitate to mention this prior to your next visit Leeds. We have not asked you to review practice documentation to date as this has been seen by other external examiners to the programme who have specific responsibility for the theory and practice modules.

Contemporary research is presented in HECS 5003M and students are expected to demonstrate use of evidence based practice in the assignment. In HECS 1090, content is, where appropriate, contextualised to nursing practice and contemporary issues in healthcare and the biosciences relevant to the module also highlighted within tutorials.

We will keep you fully abreast of developments for the new nursing curriculum for the biosciences in nursing as work progresses.

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:

Students do enter the programme with varying levels of knowledge of biology and the team works hard to support them as they progress through the modules.

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 confirming that you are content with our arrangements for progression and award.

Other comments

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

The team is very grateful for your speedy and careful responses to the preparation of proposed examination papers and consideration of student work.

The University of Leeds
EXTERNAL EXAMINER'S REPORT

ACADEMIC YEAR: 2018-19

QAT Received 20/09/2019

Part A: General Information

Subject area and awards being examined

Title and Name of Examiner:

Faculty / School of:

Nursing [International]

Subject(s):

Programme(s) / Module(s):

HECS1100
HECS3251
HECS1122
HECS3169

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 are many opportunities afforded to students to engage in European/ wider world elective placements. It is clear that UK students going abroad and international students visiting the UK benefit greatly from their experiences. The ability to critically appraise the host country's healthcare system to their own is one that students engage with most positively.

The presentations I have observed online have in the main been of a high standard. Critically evaluative of the differentiating healthcare systems.

The verbal online feedback is clear, supportive and constructive. Feedback and feedforward is also evident. The questions from the assessors at the end of the presentations ensure understanding of the assessment brief.

Enhancements made from the previous year

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

N/A

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 only

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/A

For Examiners completing their term of appointment only

4.	Have you observed improvements in the programme(s) over the period of your appointment?	Y
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 students on this programme tend to perform well, achieving above average to high grades. Student achievement has been consistent with the last academic year. A range of marks is seen within each cohort. It is clear that those students completing the presentation element of the assessment do well and normally achieve above average to high grades.

There is greater variation in the written essay component of the assessment such is ability of some students to produce critically reflective accounts utilising a breadth and depth of supporting evidence.

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.

Based on the programme information and the student work I have read I can confirm that the curriculum is very appropriate for the students it attracts.

The assessment(s) are wholly appropriate for the learning outcomes and the achievement of students has been constant throughout the last academic year. The assessment, achievement and progression of students is similar to my own organisation. The programmes and modules are well structured and planned.

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)

The design of the assessment(s), particularly the presentation enables students to engage with a range of research material and from a range of sources.

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:

N/A

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:

UK student have the ability to undertake visits in a host country (as well as students undertaking care experience in the UK). It is clear to me that students benefit greatly from this opportunity. Leeds should be commended for the range of practice experiences available for students.

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

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 assessment feedback is of a high quality and supportive and grading criteria are consistently applied. Internal moderation is consistent and transparent. There has been a very good range of entirely appropriate assessment tasks for students undertaking these modules.</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>N/A</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>N/A</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?	N
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
<p><i>Please use this box to provide any additional comments you would like to make on the questions above:</i></p>		

Other comments

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

N/A

Name of School and Head of School (or nominee)

Title and Name of Examiner:

Subject(s):

Nursing [International]

Programme(s) / Module(s):

HECS1100
HECS3251
HECS1122
HECS3169

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

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Completing the School response

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Response to Points of innovation and/or good practice

Thank you for your endorsement of the opportunities afforded the students on international placement. The students greatly enjoy their experiences and their learning is enriched by them.

Response to Enhancements made from the previous year

N/A

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 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:

Your comments on the performance of our students and the variety of essay components giving students the opportunity to produce critically reflective accounts utilising a breadth and depth of supporting are welcome

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:

Thank you for your endorsement of the appropriateness of the curriculum, assessments and opportunities afforded to the students.

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 regarding the feedback and assessment are appreciated as this is an area in which we focus considerable attention and work to enhance to ensure that students are provided with every opportunity to build on their learning experience as they progress through their programme.

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 positive responses to these questions.

Other comments

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

I should like, on behalf of the teams, to thank you for your involvement with the modules over the last academic session. Your input has been greatly appreciated.