

The University of Leeds
EXTERNAL EXAMINER'S REPORT

ACADEMIC YEAR: 2018-19

QAT received 08/10/19

Part A: General Information

Subject area and awards being examined

Title and Name of Examiner:

Faculty / School of:

School of Healthcare

Subject(s):

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.

Good practice includes the attendance of a midwifery lecturer at the student's interim interview during each practice module in clinical practice, with the aim of supporting the assessment process and achieving equity in the grading of practice awarded by mentors.

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 curriculum has been reviewed recently to manage the increased number of students and maximise practice placement capacity. The amendment includes a more balanced number of theory / practice hour split in each 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

There is nothing to note that requires urgent attention

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

Standards

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 structure of the programme is coherent and appropriate. Each module does have 10-12 learning outcomes, although these are met with the different types of assessments in each module including theory assessments and the practice portfolios.

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

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 student's ability to integrate and utilise research into the theory assessments is progressive over the 3 year programme. In the final research dissertation module HECS 3254 the students are expected to perform a structured literature search and appraise evidence to inform current practice. It is clear particularly at this end point of the programme receiving grades in the higher bands demonstrate an in-depth knowledge of the research process and ability to critically appraise evidence.

14.	Does the programme form part of an Integrated PhD?	No
-----	--	----

Please comment on the appropriateness of the programme as training for a PhD:

15.	Does the programme include clinical practice components?	Yes
-----	--	-----

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. I am aware this institution now uses online portfolios and the Common Assessment Framework adopted by other Universities within the region.

16.	Is the programme accredited by a Professional or Statutory Regulatory Body (PSRB)?	Yes
-----	--	-----

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 the NMC requirements

Assessment and Feedback

17.	Does the programme design clearly align intended learning outcomes with assessment?	Yes
-----	---	-----

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.

There is a variety of assessments throughout the programme, allowing students to demonstrate application of theory to practice. There was a good amount of first class honours degrees awarded at the progression board demonstrating significant achievement from some students.

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

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:

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 demonstrate good knowledge with ability to apply current evidence to the theoretical assessments.

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?	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
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

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

The midwifery team are very conscientious in their approach to supporting and assessing students. Internal marking and moderation meets appropriate standards. Students are provided with detailed and balanced feedback and my comments as an external examiner have always been responded to in a timely manner.

I have asked to be invited to the next OSCE assessments, to also meet some of the students and visit the practice placement areas.

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:

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

Thank you for your comments. The team is constantly reviewing how best to support student in practice and the introduction of the ePAD this year has helped in monitoring student progress.

Response to Enhancements made from the previous year

Thank you for reviewing our amendment to the programme in terms of changes to the 'wedge' approach to placement hours for the 0919 cohort.

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:

It is noted that there were no matters for 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:

It is noted that there were no comments within question 1 to 7.

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 way in which students engage with research evidence and develop skills in accessing, appraising and applying the evidence through a spiral approach is, we believe, a particular strength in the curriculum. It is appreciated that this is recognised through external review.

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 comments relating to the variety and scope of assessments and their relevance to the programme outcomes is appreciated.

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 attending the progression and awards board and for the positive feedback received during this meeting.

Other comments

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

We look forward to welcoming you at the forthcoming OSCE assessment in year 3. A key point from our action plan this year was to improve student assessment guidance and feedback and it is appreciated that this was recognised within the report.