

The University of Leeds

EXTERNAL EXAMINER'S REPORT

ACADEMIC YEAR: 2018-19

QAT Received 05/09/2019

Part A: General Information

Subject area and awards being examined

Title and Name of Examiner:

Faculty / School of:

School of Healthcare

Subject(s):

Pre-registration Nursing

Programme(s) / Module(s):

Child Nursing – all associated child and Shared theory and practice modules

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

BSc (Hons) Child Nursing

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.

This is a very well run and delivered programme by dedicated staff.

Enhancements made from the previous year

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

No enhancements required.

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 are no matters requiring urgent attention. I am happy for the programmes and modules to run again this next academic year.

For Examiners in the first year of appointment only N/A

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?	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>The aims and ILO's are appropriate for the subjects being studied and assessed against</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>Current up to date research is woven through the modules.</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:</i></p> <p>This is an undergraduate degree course with a research module which will give students an introduction to research methods.</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>Students undertake clinical placements which equates to 50% of the programme. Students are assessed in clinical practice by mentors supported by the programme team.</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>The programme is accredited by the Nursing and Midwifery Council (NMC) and on successful completion of the programme students are registered with this body. The course meets the requirements set by the NMC.</p>		

Assessment and Feedback

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

Assessments are designed so that students can achieve the learning outcomes. This is clearly set out in module handbooks. There are a range of assessment types across the programme to meet differing learning styles.

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

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 large majority of students on this programme achieve and progress very well. A small number do seem to struggle and avoid accessing help that is available. This is in line with other institutions across the UK.

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

Being able to access the VLE enables me to look easily at a wide range of assignments. Feedback is excellent with very good balance achieved between areas for improvement and the highlighting of good writing.

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>		
I have had excellent contact with different members of the programme and administration team.		

Other comments

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

This is now the end of my term as external examiner. I would like to thank the administration team and academics who have been supportive of my role. It has been my pleasure to be the external examiner and I wish the team every continued success for the future.

Name of School and Head of School (or nominee)*Title and Name of Examiner:*

Subject(s):

Child Nursing

Programme(s) / Module(s):

BSc (Hons) Nursing Child

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

BSc (Hons) Nursing (Child)

Title and Name of Responder:

Position*:

Director of Student Education

Faculty / School of:

School of Healthcare

Address for communication:

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

Thank you for acknowledging that this is a well-run programme and recognising the dedication and efforts of the child team in its delivery, this is very much appreciated.

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 the 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 were raised.

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 were identified.

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 responding positively to these questions.

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 pleasing to receive confirmation that the assessments align closely to the module learning outcomes.

All students are signposted to relevant support to develop their learning skills, and the team continues to encourage students who are struggling to avail themselves of the full range of support services that are available to them.

The team has worked hard over the past 3 to 5 year to improve feedback to students, and it is therefore gratifying for the team to receive comments confirming that the feedback highlights both areas of strength and areas that require further development. The School is continuing work in this area to ensure that feedback to students remains meaningful and continues to enhance their learning.

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 our processes for progression and award are clear and effective. Your observation of the student presentations was much appreciated.

It is pleasing to learn that you were able to establish a good relationship with both the team and administrative colleagues during the tenure of your appointment.

Other comments

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

I should like, on behalf of the team, to thank you for your time and dedication to the role of external examiner during your term of appointment. Your timely responses to emails, to returning work and commenting on student performance, as well as advising on programme/module developments has been greatly appreciated and has helped us ensure the timely return of confirmed results and feedback to students and the continued development of the programme.