

School of Health And Community Studies

Postgraduate

- MSHCC Health & Comm Care (1YFT/3YPT)
- SCDHV Scphn - Health Visiting
- SCDSN Scphn - School Nursing
- (TP)

Please indicate, below, whether you agree with the statements about the threshold standards of Leeds Beckett University's awards, student achievement and the conduct of the University's assessment processes, using as a reference the framework for higher education qualifications and applicable Subject Benchmark Statements / Qualification Characteristic Statements. Please also list any shortcomings and areas for commendation. You should expand on any issues you mention here in the main report. If any boxes are ticked "No" the Dean of School or nominee will be alerted and will oversee the response from the Course Director.

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Standards Set

	Yes	No
"In my view, the threshold academic standards set for the modules/awards meet with the requirements of the relevant National Qualifications Statement's."	X	

If your answer is 'no', please provide a brief statement (bullet points) of the respect(s) in which they fall short:

Student achievement

	Yes	No	N/A*
"In my view, students' who have been awarded qualifications have had the opportunity to achieve standards beyond the threshold level that are reasonably comparable with those achieved in course(s) or subjects in other UK institutions with which I am familiar." *Not applicable – if you are a practitioner and are not in a position to assess this statement, please note here:	X		

Please provide any further comment on the comparability of collaborative provision

If your answer is 'no', please provide a brief statement (bullet points) of the respect(s) in which they fall short:

Conduct of process

	Yes	No
"In my view, the processes for assessment, examination and the determination of awards are reliable, rigorous and fairly conducted."	X	

If your answer is 'no', please provide a brief statement (bullet points) of the respect(s) in which they fall short.

Actions from last year's report

(This will not be relevant if you are examining for the first time)

Yes

Areas of good practice/commendation

Any particular strengths or distinctive or innovative features in relation to learning, teaching and assessment:

The practice portfolios, which are all kept electronically, were full and rich. Staff and student were flexible and adaptive dealing with issues related to the pandemic

Main report

In this section you are asked to describe more fully how the University has or has not maintained threshold academic standards and the quality of the student experience in relation to the course(s) for which you are the external examiner, using as a reference the framework for higher education qualifications and applicable Subject Benchmark Statements / Qualification Characteristic Statements.

Please complete all sections of the form fully and where not applicable please state N/A. Where applicable please also complete the sections for any collaborative provision sampled.

If you are an external examiner for any of the University's Pearson Licensed Centre Programmes (HND/HNC level) provision, please also complete the section on page 9 sections l, m and n entitled "for External Examiners Associated with Pearson Licensed Centre Programmes."

Professional Body Requirements

	Yes	No	N/A*
"In my view, the professional body requirements for this course have been met. *Not applicable if the course is not a professional body course please indicate here.	X		
If your answer is 'no', please provide a brief statement (bullet points) of the respect(s) in which they fall short.			

(a) The operation and conduct of the Progression and Award Board (and/or Module Board meeting you may also have attended).

I attended a Board on September 10th, by Skype, which was conducted efficiently.

(b) The action, if any was required, taken in response to your report of last year. (This will not be relevant if you are examining for the first time.)

(c) The overall performance of the students, in relation to that of comparable levels of work in other institutions.

The standard of work was generally of a level of comparable to work at other universities with which I am familiar.

(d) The strengths and weaknesses of the students in general with respect to knowledge, conceptual grasp or application of skills.

Work I reviewed indicated that students had grasped and used appropriate knowledge concepts and skills related to Public Health Nursing.
I was surprised that poor writing skills (at M level) were evident in some students and persisted throughout their assignments, using dated material, citing editors rather than contributors to edited texts, erratic punctuation and use of an old NMC Code.

(e) The standards of the structure, organisation, design and marking of all examination papers and/or other forms of assessment.

Relevant and interesting assignments which follow on from the taught material. It is clear the staff team constantly review this as I have been included in discussions on changes to the assessment of Getting it Right for Children 0-5 years and 5-19 years and the demise of V100 prescribing

Both students and I are unclear how marks are allocated, particularly in the Getting it Right exam and in Therapeutic Relationships.

I remain concerned that students do not get a feedback sheet. However markers have made a point to gathering together key points and giving developmental input to all, but particularly high achieving students, on how a piece of work could be further developed to achieve an even higher-grade next time.

(f) The curriculum, teaching or resourcing of the programme of study as indicated by the performance of the students in the assessment

The curriculum and teaching provides a programme as validated and required by the professional body, the Nursing and Midwifery Council. Resourcing was not raised as an issue by staff or students.

Work submitted was of an appropriate level but a student I met, speaking on behalf of the student group reported found difficulties with Therapeutic Relationships and Understanding Social Research for different reasons, see below.

The programme team were seen as approachable and had done their up most to keep students aware of changes during the challenging time of the pandemic. The team have consulted me and kept me informed of necessary change as a result of the pandemic

Practice makes up 50% of the programme and the learning experience in health visiting and school nursing practice had clearly not been the same as that of previous cohorts of students. The learning experience had been different for different students though practice teachers, mentors and university lecturers we seem as supporting the student learning giving or sanctioning different and allied experiences.

(g) Comments on the use of My Beckett (Virtual Learning Environment) within the course (if applicable).

This is widely used and by staff and students, and I am increasingly become familiar with it.

(h) Module content, consistency of modules and module assessment across the course and the achievement of learning outcomes. (You may be asked by your School to provide detailed comments on the modules that you examine.)

Many of the core team were involved in teaching and assessing modules that I reviewed and consistency was evident.

The student I met, speaking on behalf of the student group reported found difficulties with Therapeutic Relationships and Understanding Social Research for different reasons.

Therapeutic Relationships was seen as repetition of areas they had learnt as student nurses or midwives, clearly the development to a higher level had not been identified. In addition the work was difficult to do in practice with the start of Covid 19.

Understanding Social Research was challenging and compounded by undertaking the module with other students who were working to a different assignment. The move to online learning had made it more challenging to ask questions about their particular work.

(i) Areas of student/staff engagement in teaching and learning, scholarship, research or professional practice.

Staff are engaged in professional activities particularly in relation to the District Nurse Apprenticeships and a written piece on the effect of Covid 19 on Specialist community public health nurse programmes.

(j) The University welcomes external examiners' comments on its academic regulatory framework. Such comments may not have a direct bearing on standards set and achieved or the conduct of processes and so

concerns or comments you may have here.

(k) Collaborative Provision: please include here any comments you wish to make on elements of collaborative provision for which you have responsibility (in addition to those you may have indicated previously in this report).

The whole programme demonstrated collaborative provision between health visitors, school nurses, district nurses and other health workers.