

School of Nursing Midwifery and Social Care

External Examiner Reports

2013/14

EDINBURGH NAPIER UNIVERSITY

EXTERNAL EXAMINER ANNUAL REPORT 2013/14

All External Examiners are requested to fill in a report upon completion of their duties associated with **first diet assessments** each session. Please note that all sections of the report must be completed for payment to be authorised.

Your report will be given primary consideration at subject level and will inform annual monitoring. The University Quality Assurance, Monitoring and Review Committee will also receive a summary report of general themes from the reports submitted in each academic year.

You are reminded that you must not name individual students or staff members in your report, and you should be aware that an anonymised version of this report will be published on the University's Academic Quality website.

The deadlines for submission of reports for session 2013/14 are

- 07 July 2014 for duties relating to undergraduate provision
- 27 October 2014 for duties relating to taught masters provision

If you have any questions or problems completing this form please contact externalexaminers@napier.ac.uk

Section A: Personal Details

(This section will be removed before the report is published on our website)

Duties

Is this report for:	mark as appropriate
Programmes and Modules	
Modules only	X

Please insert module titles and numbers to which this report refers
(This information was sent to you on your appointment, if you require this information to be re-sent, please request this at externalexaminers@napier.ac.uk):

Code 72141 BD

MID8110 Midwifery Practice 2

MID08111 Midwifery care of mothers and babies with complex care

MID08113 Complex care in childbearing

MID09124 Evidence base for contemporary midwifery practice

MID09116 Midwifery practice 5

MID09117 Midwifery care in challenging circumstances

MID09120 Midwifery practice 7

Code 72142 BD

MID08116 Midwifery practice 1s

MID08111 Midwifery care of mothers and babies with complex needs

MID08113 Complex care in childbearing

MID09116 Midwifery practice 5

Please insert the programme title(s) to which this report refers (if appropriate):

Pre-registration Midwifery – Bachelor in Midwifery

Section B:

In accordance with Edinburgh Napier University regulations A9.4a-d, please confirm the following:

	Yes	No
<p>Academic Issues Is the academic standard of each module or programme of study being considered set and maintained at the appropriate level?</p>	X	
<p>Student Performance Are the standards of student performance properly judged against the level set?</p>	X	
<p>Assessment Is the assessment process appropriate, rigorous, equitable and conducted in accordance with University guidance?</p>	X	
<p>Comparable Standards Is the standard and level of student achievement comparable with those in other higher education institutions?</p>	X	

Section C:

1) Comparability

Please comment on the comparability of standards of student work between modules within a course (if appropriate) and those in other higher education institutions you may be familiar with.

The standard of the students work across the modules is comparable to other HEIs.

2) Commentary on Academic issues

Is the academic standard of each module or programme of study being considered set and maintained at the appropriate level, meeting the threshold academic standards, and where applicable, the [subject benchmark statements](#) and [SCQF level](#) descriptors

Yes

3) Student Performance

Please comment on the strengths and weaknesses of the student performance with respect to module and/or programme content

There is evidence of students' development through the levels of study. This progressive learning has been supported well by the programme team. The students with specific needs have received supportive and appropriate feedback in order to help them succeed. As with all programmes of study there is evidence of variability in students' abilities. The contents of the programme and modules support all abilities.

4) Learning and Teaching

Please comment on the effectiveness of the Learning and Teaching methods employed on the modules and/or programmes

The programme aims are appropriate both for the academic level being studied and for the professional requirements of the Nursing and Midwifery Council. The structure of the programme allows for contemporary issues to be seamlessly incorporated without compromise. The structure of the programme and the way students' knowledge is developed is excellent. The use of the practice suite supports simulated teaching and learning in a safe environment. The students are able to learn and practice their skills safely. The assessment strategy maximises learning and supports the application of theory to practice

5) Assessment

Please comment on the fairness and the rigour of the assessment and feedback process employed on the modules and/or programmes

Marking is against standardised marking grids, which provide evidence of equity. There is internal sampling of scripts and where appropriate a clear commentary on the students work and marks. I have received samples of scripts from the modules across the appropriate years. I have been consulted where necessary regarding any particular issues relating to the assessment process. The marking process is robust with clear and constructive feedback and feed-forward offered to students.

6) Good practice

Please comment on any areas of good practice that you wish to highlight

There are many innovative approaches to assessment in the programme. This supports all the students learning needs. The use of PODCASTS in module MID09117 is quite inspirational.

<p>7) Recommendations Please specify any recommendations that you wish to make.</p> <p style="text-align: center;">None</p>
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Section D:

This checklist is included to take into account the recommendation from the review of external examining arrangements in universities in the UK undertaken by Guild HE and Universities UK. We welcome any comments you have about this section.

Yes	No	NA
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Programme and Module materials: have you received or been given access to:

- a. Programme Handbook(s)
- b. Academic Regulations
- c. Module Descriptors
- d. Assessment briefs/marketing criteria

X		
X		
X		
X		

Draft Examination Papers

- a. Did you receive all the draft papers (answer 'NA' if you did not because it was at your request)
- b. Was the nature and level of the questions appropriate?
- c. Were suitable arrangements made to consider your comments?

X		
X		
X		

Marking Coursework/ Examination Scripts

- a. Did you receive as a minimum a square root sample of completed scripts or coursework? (as specified in regulation A9.4)
- b. Was the general standard and consistency of marking appropriate?

X		
X		

- c. Were the scripts and coursework marked in such a way as to enable you to see the reasons for the award of given marks?

X		
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Dissertations/Project reports

- a. Was the method and standard of assessment appropriate?

X		
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Board of Examiners meeting

- a. Were you able to attend the meeting?
- b. If you were unable to attend the meeting were you offered the opportunity to provide views on student performance, progression and awards?
- c. Was the meeting conducted to your satisfaction?
- d. Were you satisfied with the recommendations of the Board of Examiners?
- e. Were issues raised in previous report(s) addressed to your satisfaction?

		X
		X
		X
		X
		X

Any other comments?

Please use this space to address any other comments you wish to make, including but not limited to

- a) any issues as specifically required by any relevant professional body
- b) an overview of your term of office (when concluded).

The management of assessment for the midwifery programme is rigorous and complies with the requirements of the professional body. All required elements are assessed both in theory and practice. Students studying at Edinburgh Napier University benefit from a well-planned comprehensive programme of midwifery education.

Thank you for completing this report and for undertaking External Examiner duties at Edinburgh Napier University.

Please email the completed report to externalexaminers@napier.ac.uk

EDINBURGH NAPIER UNIVERSITY

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Section A: Personal Details

(This section will be removed before the report is published on our website)

Duties

Is this report for:	mark as appropriate
Programmes and Modules	X
Modules only	

Please insert module titles and numbers to which this report refers
(This information was sent to you on your appointment, if you require this information to be re-sent, please request this at externalexaminers@napier.ac.uk):

- MID08109 – Public Health and Social Context of Childbearing**
- MID08112 – Midwifery Practice 3**
- MID11101 – Preparation and Practice of Supervisors of Midwives (Practice)**
- MID11102 – Preparation and Practice of Supervisors of Midwives (Theory)**

Please insert the programme title(s) to which this report refers (if appropriate):

Bachelor in Midwifery

Section B:

In accordance with Edinburgh Napier University regulations A9.4a-d, please confirm the following:

	Yes	No
<p>Academic Issues Is the academic standard of each module or programme of study being considered set and maintained at the appropriate level?</p>	X	
<p>Student Performance Are the standards of student performance properly judged against the level set?</p>	X	
<p>Assessment Is the assessment process appropriate, rigorous, equitable and conducted in accordance with University guidance?</p>	X	
<p>Comparable Standards Is the standard and level of student achievement comparable with those in other higher education institutions?</p>	X	

Section C:

<p>1) Comparability</p> <p>Please comment on the comparability of standards of student work between modules within a course (if appropriate) and those in other higher education institutions you may be familiar with.</p>
<p>Academic standards were comparable between modules and with other higher education institutions with which I am familiar. Nursing and Midwifery Council standards were adhered to in both practice and theoretical assessments.</p>
<p>2) Commentary on Academic issues</p> <p>Is the academic standard of each module or programme of study being considered set and maintained at the appropriate level, meeting the threshold academic standards, and where applicable, the subject benchmark statements and SCQF level descriptors</p>
<p>Yes</p>
<p>3) Student Performance</p> <p>Please comment on the strengths and weaknesses of the student performance with respect to module and/or programme content</p>
<p>A typical range of student abilities was demonstrated in the samples of each module. Use of a wide range of contemporary literature and incorporation of international perspectives resulted in high quality scripts whereas over-reliance on direct quotations and inadequate use of literature characterised those which were weaker. Some excellent posters were produced in MID08109. A high proportion of students achieved in the 70+ band in their practice assessment in MID08112, reflecting the profile nationally. MID11101 and 11102 were effective in demonstrating students' understanding of the statutory role of Midwifery Supervision.</p>
<p>4) Learning and Teaching</p> <p>Please comment on the effectiveness of the Learning and Teaching methods employed on the modules and/or programmes</p>
<p>The remit of all assessments clearly linked to the module learning outcomes and demonstrated a range of formats, promoting wider learning (eg: production of posters and group-work associated with this). It was evident that the learning and teaching methods had been effective in supporting the majority of students to achieve these outcomes.</p> <p>I was able to meet with a group of Year 2 students in January 2014. They all stated that they were enjoying their academic modules as well as their practice placements including caseloading. They also stated that the academic staff were very approachable and came to the clinical areas to provide support if requested.</p>

5) Assessment

Please comment on the fairness and the rigour of the assessment and feedback process employed on the modules and/or programmes

Marking appeared fair and equitable in all modules reviewed. Marking criteria were very clear in all modules. There was congruence between first and second marker comments and grades awarded, although it was not always clearly evident that all scripts requested for review had been second-marked. Annotations were clear and students were given excellent guidance on how to improve their work. I was particularly impressed with the inclusion of peer and lecturer assessment in the poster presentations in MID08109, and evidence of both enhanced transparency of the process.

A concern was raised about apparent breaches in confidentiality in relation to MID11101 and MID11102 assessments. This was discussed with the module team who confirmed that actual breaches had not occurred, but agreed that a greater emphasis on confidentiality would be included in the assessment guides in future.

Practice assessments in MID08112 – although overall consistent – did not always include a sufficient level of detail in qualitative comments to clearly demonstrate how grades had been determined. The scoring matrix was not always used by sign-off mentors. There was, however, clear evidence of tripartite discussions which provided reassurance of the rigour of the assessment process. Some sign-off mentors provided very useful comments for the students, but there was scope for further feed-forward to guide weaker students on how to improve. When I met with the Year 2 students several stated concerns relating to sign-off mentors' apparent insufficient familiarity with the practice assessment process. Some students were concerned that practice marks and comments did not always equate and mentors were reluctant to give higher marks in Year 1. These comments reflect student views nationally and in the literature.

6) Good practice

Please comment on any areas of good practice that you wish to highlight

1. Peer and lecturer assessment of the posters in MID08109.
2. Clarity of marking criteria in all modules reviewed.
3. Excellent feedback and feed-forward from the academic marking teams.
4. Ease of communication with the module leads and timely support from them and the IT team to rectify issues with my access to Moodle.

7) Recommendations

Please specify any recommendations that you wish to make.

1. Sign-off mentors to be encouraged to use the grading matrix and to provide sufficient detail to clearly justify grades awarded and guide students on how to improve their practice.
2. Explicit emphasis on the importance of confidentiality in assessments – particularly those which are reflective or practice-based.

Section D:

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Yes	No	NA
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Programme and Module materials: have you received or been given access to:

- a. Programme Handbook(s)
- b. Academic Regulations
- c. Module Descriptors
- d. Assessment briefs/marketing criteria

X		
X		
X		
X		

Draft Examination Papers

- a. Did you receive all the draft papers (answer 'NA' if you did not because it was at your request)
- b. Was the nature and level of the questions appropriate?
- c. Were suitable arrangements made to consider your comments?

		X (no exams)

Marking Coursework/ Examination Scripts

- a. Did you receive as a minimum a square root sample of completed scripts or coursework? (as specified in regulation A9.4)
- b. Was the general standard and consistency of marking appropriate?
- c. Were the scripts and coursework marked in such a way as to enable you to see the reasons for the award of given marks?

X		
X		
X		

Dissertations/Project reports

- a. Was the method and standard of assessment appropriate?

		X (none)
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Board of Examiners meeting

- a. Were you able to attend the meeting?
- b. If you were unable to attend the meeting were you offered the opportunity to provide views on student performance, progression and awards?
- c. Was the meeting conducted to your satisfaction?
- d. Were you satisfied with the recommendations of the Board of Examiners?
- e. Were issues raised in previous report(s) addressed to your satisfaction?

X (January)		
X (June)		
X		
X		
		X (first year of tenure)

Any other comments?

Please use this space to address any other comments you wish to make, including but not limited to

- a) any issues as specifically required by any relevant professional body
- b) an overview of your term of office (when concluded).

Thank you to the team for your support and patience in my first year of tenure, as well as your hospitality on my visit.

Congratulations to the students on your achievements – particularly in practice.

Thank you for completing this report and for undertaking External Examiner duties at Edinburgh Napier University.

Please email the completed report to externalexaminers@napier.ac.uk

EDINBURGH NAPIER UNIVERSITY

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- 27 October 2014 for duties relating to taught masters provision

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Section A: Personal Details

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Duties

Is this report for:	mark as appropriate
Programmes and Modules	X
Modules only	

Please insert module titles and numbers to which this report refers
(This information was sent to you on your appointment, if you require this information to be re-sent, please request this at externalexaminers@napier.ac.uk):

- CHN08100 Care of the sick child
- CHN08101 Child Health Nursing Interventions
- CHN08102 Elective Practice Child Health
- CHN08104 Children & young people in contemporary society
- CHN08015 Children's Nursing Practice 3
- CHN08106 Children's Nursing Practice 4
- CHN09100 Care of children & young people with cancer
- CHN09101 Reflective Practice Development
- CHN09102 Principles of Paediatric Emergency Management
- CHN09103 Children with complex health care needs
- CHN09105 Practice Child Health Nursing in Diverse Settings
- CHN09107 Practice Consolidation & Transition to Registered Nurse (Child Health)
- CHN09108 Perspective on vulnerability in childhood
- NMS09131 Working with children & young people in the community
- CHN11100 Pathophysiology for advanced child health practitioners

Please insert the programme title(s) to which this report refers (if appropriate):

72111 Bachelor of Nursing (Child) F/T

72113 Conversion in Nursing (Child) F/T

Section B:

In accordance with Edinburgh Napier University regulations A9.4a-d, please confirm the following:

	Yes	No
<p>Academic Issues Is the academic standard of each module or programme of study being considered set and maintained at the appropriate level?</p>	x	
<p>Student Performance Are the standards of student performance properly judged against the level set?</p>	x	
<p>Assessment Is the assessment process appropriate, rigorous, equitable and conducted in accordance with University guidance?</p>	x	
<p>Comparable Standards Is the standard and level of student achievement comparable with those in other higher education institutions?</p>	x	

Section C:

1) Comparability

Please comment on the comparability of standards of student work between modules within a course (if appropriate) and those in other higher education institutions you may be familiar with.

Using experience gained from the past 13 years as an external examiner I can confidently report that the standard of student work is comparable, if not better, than many institutions I have been associated with

2) Commentary on Academic issues

Is the academic standard of each module or programme of study being considered set and maintained at the appropriate level, meeting the threshold academic standards, and where applicable, the [subject benchmark statements](#) and [SCQF level](#) descriptors

I am satisfied that the academic standard is fair yet challenging. The student is encouraged to be a proactive learner and these are ideal skills for professional life. The variety of assessment is good and suitable for the learning outcomes of the module.

3) Student Performance

Please comment on the strengths and weaknesses of the student performance with respect to module and/or programme content

There have been numerous examples of excellent student work examined over the last year. The assessments of poorer quality had a tendency to be accepting of the literature resulting in a descriptive account. In places, some students could utilise the literature more effectively when constructing their viewpoint and the perennial problem of referencing seems to blight all institutions including the overuse of websites.

4) Learning and Teaching

Please comment on the effectiveness of the Learning and Teaching methods employed on the modules and/or programmes

The module team offers a wide variety of differing and innovative ways to teach and assess the modules. The team is motivated and student centred and I have enjoyed our academic discussions on module construction and delivery.

5) Assessment

Please comment on the fairness and the rigour of the assessment and feedback process employed on the modules and/or programmes

The team constantly review the assessment criteria and shows a willingness to learn from the student experience. Overall, I feel the assessments are fair and appropriately reflect the aims and objectives of the module

6) Good practice

Please comment on any areas of good practice that you wish to highlight

Comments offered by the team to students are constructive and comprehensive. I have particularly enjoyed my trips to Napier as the child health team is friendly, open and truly have the student at the centre of everything they do.

7) Recommendations

Please specify any recommendations that you wish to make.

Look at ways to ensure the external has access to Moodle before the marking season. Password generally expire and it takes time to re-establish links before gaining access to the students work when submitted through Turnitin.

Section D:

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Yes	No	NA
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- b. Academic Regulations
- c. Module Descriptors
- d. Assessment briefs/marketing criteria

X		
X		
X		
X		

Draft Examination Papers

- a. Did you receive all the draft papers (answer 'NA' if you did not because it was at your request)
- b. Was the nature and level of the questions appropriate?
- c. Were suitable arrangements made to consider your comments?

		X
X		
X		

Marking Coursework/ Examination Scripts

- a. Did you receive as a minimum a square root sample of completed scripts or coursework? (as specified in regulation A9.4)
- b. Was the general standard and consistency of marking appropriate?
- c. Were the scripts and coursework marked in such a way as to enable you to see the reasons for the award of given marks?

X		
X		
X		

Dissertations/Project reports

- a. Was the method and standard of assessment appropriate?

X		
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Board of Examiners meeting

- a. Were you able to attend the meeting?
- b. If you were unable to attend the meeting were you offered the opportunity to provide views on student performance, progression and awards?

X		
X		

- c. Was the meeting conducted to your satisfaction?
- d. Were you satisfied with the recommendations of the Board of Examiners?
- e. Were issues raised in previous report(s) addressed to your satisfaction?

x		
x		
x		

Any other comments?

Please use this space to address any other comments you wish to make, including but not limited to

- a) any issues as specifically required by any relevant professional body
- b) an overview of your term of office (when concluded).

This is my final year and I would like to thank the board members for an open and constructive debate. I have always felt that my opinions have been valued. I would also like to thank for her support, making my stay at Napier seamless and without drama. As already mentioned the Child Health team have been a joy to work with and I have always felt a warm welcome attending module & programme boards.

Thank you for completing this report and for undertaking External Examiner duties at Edinburgh Napier University.

Please email the completed report to externalexaminers@napier.ac.uk

EDINBURGH NAPIER UNIVERSITY

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The deadlines for submission of reports for session 2012/13 are

- 05 July 2013 for duties relating to undergraduate provision
- 26 October 2013 for duties relating to taught masters provision

If you have any questions or problems completing this form please contact externalexaminers@napier.ac.uk

Duties

Is this report for:	mark as appropriate
Programmes and Modules	
Modules only	x

Please insert module titles and numbers to which this report refers

(This information was sent to you on your appointment, if you require this information to be re-sent, please request this at externalexaminers@napier.ac.uk):

ADN08108	Acute Adult Nursing
ADN08111	Nursing Practice Experience 3 (Adult Field) Surgical Acute
ADN08112	Nursing Practice Experience 4 (Adult Field) Medicine Elderly
ADN09128	Complexities of Adult Nursing
ADN09130	Nursing Practice Experience 6 (Adult Field) Consolidating Practice
NUR09116	Achieving Professionalism

Please insert the programme title(s) to which this report refers (if appropriate):

72101BD	Bachelor of Nursing (Adult)
72102BD	SPG (Adult)
72103BD	Conversion (Adult)

Section B:

In accordance with Edinburgh Napier University regulations A9.4a-d, please confirm the following:

	Yes	No
<p>Academic Issues Is the academic standard of each module or programme of study being considered set and maintained at the appropriate level?</p>	x	
<p>Student Performance Are the standards of student performance properly judged against the level set?</p>	x	
<p>Assessment Is the assessment process appropriate, rigorous, equitable and conducted in accordance with University guidance?</p>	x	
<p>Comparable Standards Is the standard and level of student achievement comparable with those in other higher education institutions?</p>	x	

Section C:

1) Comparability

Please comment on the comparability of standards of student work between modules within a course (if appropriate) and those in other higher education institutions you may be familiar with.

Comparability of standards are fair.

2) Commentary on Academic issues

Is the academic standard of each module or programme of study being considered set and maintained at the appropriate level, meeting the threshold academic standards, and where applicable, the [subject benchmark statements](#) and [SCQF level](#) descriptors

Academic standard is at an appropriate level.

3) Student Performance

Please comment on the strengths and weaknesses of the student performance with respect to module and/or programme content

Student performance appears to have both strengths and weaknesses with regard to depth of analysis.

4) Learning and Teaching

Please comment on the effectiveness of the Learning and Teaching methods employed on the modules and/or programmes

Learning and teaching methods appear to be effective.

5) Assessment

Please comment on the fairness and the rigour of the assessment and feedback process employed on the modules and/or programmes

Fairness and rigour of assessment and feedback appears to be consistent.

6) Good practice

Please comment on any areas of good practice that you wish to highlight

The Moodle sight is comprehensive and clear although I have had some problems logging on to it. IT staff have been helpful in addressing my questions.

7) Recommendations

Please specify any recommendations that you wish to make.

Nil of note.

Section D:

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Yes	No	NA
-----	----	----

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- d. Assessment briefs/marketing criteria

X		
X		
X		
X		

Draft Examination Papers

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- b. Was the nature and level of the questions appropriate?
- c. Were suitable arrangements made to consider your comments?

NA		
X		
X		

Marking Coursework/ Examination Scripts

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- b. Was the general standard and consistency of marking appropriate?
- c. Were the scripts and coursework marked in such a way as to enable you to see the reasons for the award of given marks?

X		
X		
X		

Dissertations/Project reports

- a. Was the method and standard of assessment appropriate?

X		
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Board of Examiners meeting

- a. Were you able to attend the meeting?
- b. If you were unable to attend the meeting were you offered the opportunity to provide views on student performance, progression and awards?

X		
X		

- c. Was the meeting conducted to your satisfaction?
- d. Were you satisfied with the recommendations of the Board of Examiners?
- e. Were issues raised in previous report(s) addressed to your satisfaction?

X		
X		
X		

Any other comments?

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Duties

Is this report for:	mark as appropriate
Programmes and Modules	x
Modules only	x

Please insert module titles and numbers to which this report refers

(This information was sent to you on your appointment, if you require this information to be re-sent, please request this at externalexaminers@napier.ac.uk):

MHN08106 EXPLORING MENTAL HEALTH – AN WHOLISTIC PERSPECTIVE
 MHN08107 THERAPEUTIC SKILLS FOR MENTAL HEALTH PRACTICE
 MHN08108 SERVICE USER AND CARER PARTICIPATION: FROM POLICY TO PRACTICE
 MHN08109 VALUES, WHO'S VALUES? AN INTRODUCTION TO ETHICAL PERSPECTIVES IN MENTAL HEALTH
 MHN09110 EMBEDDING RECOVERY & SELF-MANAGEMENT
 NMS09153 WORKING WITH PEOPLE USING PSYCHOLOGICAL INTERVENTIONS

Please insert the programme title(s) to which this report refers (if appropriate):

BN Mental Health Nursing

Section B:

In accordance with Edinburgh Napier University regulations A9.4a-d, please confirm the following:

	Yes	No
<p>Academic Issues Is the academic standard of each module or programme of study being considered set and maintained at the appropriate level?</p>	x	
<p>Student Performance Are the standards of student performance properly judged against the level set?</p>	x	
<p>Assessment Is the assessment process appropriate, rigorous, equitable and conducted in accordance with University guidance?</p>	x	
<p>Comparable Standards Is the standard and level of student achievement comparable with those in other higher education institutions?</p>	x	

Section C:

<p>1) Comparability Please comment on the comparability of standards of student work between modules within a course (if appropriate) and those in other higher education institutions you may be familiar with.</p>
<p>As I've previously commented, much more is expected of students at Napier in terms of assessment load than at other comparable Universities with which I'm familiar. Students seem to cope with the workload however and produce work that is of a comparable standard to other institutions. Standards seem to be pretty even between modules on the BN Mental Health Nursing Programme</p>
<p>2) Commentary on Academic issues Is the academic standard of each module or programme of study being considered set and maintained at the appropriate level, meeting the threshold academic standards, and where applicable, the subject benchmark statements and SCQF level descriptors</p>
<p>All modules are at the appropriate academic standard in my view</p>
<p>3) Student Performance Please comment on the strengths and weaknesses of the student performance with respect to module and/or programme content</p>
<p>As ever, student performance covers a wide spectrum. I have seen many high quality assignments, whose authors have academic skills to a high standard, along with many of poor quality. The latter also often show evidence that their practice as nurses will also not be of a good standard.</p>
<p>4) Learning and Teaching Please comment on the effectiveness of the Learning and Teaching methods employed on the modules and/or programmes</p>
<p>A range of experiential teaching and learning methods is employed and there is good</p>

evidence of the effective use of (for example) problem-based learning and interpersonal skills training. There is a general policy on the programme to increase the use of blended learning and the course team is working hard to develop and implement online learning materials. It's perhaps still early days to judge whether blended learning is a good thing (in terms of module pass rates and fitness for purpose) but I'd recommend some kind of evaluation of the approach.

5) Assessment

Please comment on the fairness and the rigour of the assessment and feedback process employed on the modules and/or programmes

The course team are keen to keep their assessment formats fresh and relevant and to learn from experience. Turnitin and Grademark are used effectively for marking, feedback and to enable me to access scripts. As is happening in other institutions, it might be helpful to have a clearer account of moderation processes within modules.

6) Good practice

Please comment on any areas of good practice that you wish to highlight

The Course Team remains proactive and committed to maintaining and improving the course standards and to make modules and their assessments more practice related and innovative.

7) Recommendations

Please specify any recommendations that you wish to make.

A brief account from each module team of how moderation has been done would be helpful

A longer-term project to evaluate the use of blended learning within the programme

Section D:

This checklist is included to take into account the recommendation from the review of external examining arrangements in universities in the UK undertaken by Guild HE and Universities UK. We welcome any comments you have about this section.

Yes	No	NA
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Programme and Module materials: have you received or been given access to:

- a. Programme Handbook(s)
- b. Academic Regulations
- c. Module Descriptors
- d. Assessment briefs/marketing criteria

X		
X		
X		
X		

Draft Examination Papers

- a. Did you receive all the draft papers (answer 'NA' if you did not because it was at your request)
- b. Was the nature and level of the questions appropriate?
- c. Were suitable arrangements made to consider your comments?

X		
X		
X		

Marking Coursework/ Examination Scripts

- a. Did you receive as a minimum a square root sample of completed scripts or coursework? (as specified in regulation A9.4)
- b. Was the general standard and consistency of marking appropriate?
- c. Were the scripts and coursework marked in such a way as to enable you to see the reasons for the award of given marks?

X		
X		
X		

Dissertations/Project reports

- a. Was the method and standard of assessment appropriate?

		N/A
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Board of Examiners meeting

- a. Were you able to attend the meeting?
- b. If you were unable to attend the meeting were you offered the opportunity to provide views on student performance,

X		
X		

progression and awards?

- c. Was the meeting conducted to your satisfaction?
- d. Were you satisfied with the recommendations of the Board of Examiners?
- e. Were issues raised in previous report(s) addressed to your satisfaction?

X		
X		
X		

Any other comments?

Please use this space to address any other comments you wish to make, including but not limited to

- a) any issues as specifically required by any relevant professional body
- b) an overview of your term of office (when concluded).

This year has gone very smoothly from my perspective and thanks to the course team for their helpfulness and efficiency

Thank you for completing this report and for undertaking External Examiner duties at Edinburgh Napier University.

Please email the completed report to externalexaminers@napier.ac.uk

EDINBURGH NAPIER UNIVERSITY

EXTERNAL EXAMINER ANNUAL REPORT 2013/14

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The deadlines for submission of reports for session 2013/14 are

- 07 July 2014 for duties relating to undergraduate provision
- 27 October 2014 for duties relating to taught masters provision

If you have any questions or problems completing this form please contact externalexaminers@napier.ac.uk

Section A: Personal Details

(This section will be removed before the report is published on our website)

Duties

Is this report for:	mark as appropriate		
Programmes and Modules	72106BH		
Modules only	NMS10102		
UG (level 10)	Introduction to clinical research practice		

Please insert module titles and numbers to which this report refers
(This information was sent to you on your appointment, if you require this information to be re-sent, please request this at externalexaminers@napier.ac.uk):

Please insert the programme title(s) to which this report refers (if appropriate):

BSc (top up) in Clinical Research

Section B:

In accordance with Edinburgh Napier University regulations A9.4a-d, please confirm the following:

	Yes	No
<p>Academic Issues Is the academic standard of each module or programme of study being considered set and maintained at the appropriate level?</p>	yes	
<p>Student Performance Are the standards of student performance properly judged against the level set?</p>	yes	
<p>Assessment Is the assessment process appropriate, rigorous, and equitable and conducted in accordance with University guidance?</p>	yes	
<p>Comparable Standards Is the standard and level of student achievement comparable with those in other higher education institutions?</p>	yes	

Section C:

1) Comparability

Please comment on the comparability of standards of student work between modules within a course (if appropriate) and those in other higher education institutions you may be familiar with.

I understand that this report related to one module, therefore it is not appropriate to comment on comparability between modules within the course.

Regarding, comparability with other institutions, there was a higher variability in the student cohort compared with other courses I have been involved in. This may be because some students may be less familiar with expressing themselves in English given the international background of the students.

2) Commentary on Academic issues

Is the academic standard of each module or programme of study being considered set and maintained at the appropriate level, meeting the threshold academic standards, and where applicable, the [subject benchmark statements](#) and [SCQF level](#) descriptors

The course appears to be at appropriate level to meet SCQF regarding the course work set compared with other courses I am familiar with.

I am not aware of any specific subject benchmark statements which have been used for the course.

From the work I reviewed, the quality of the work delivered by the students showed more variation than other courses I have been involved in and some students did not perform quite as well as I would have expected.

3) Student Performance

Please comment on the strengths and weaknesses of the student performance with respect to module and/or programme content

Strength:

The quality of the students' work was variable but where it is good this may be due in part that the students were able to relate the course work to parts of their work experience and because they have access to experienced professionals in the subject area.

Weakness:

As I have already mentioned above, since some students are not from the UK, it appears they may not perform quite as well as students whose first language is English. Some student's writing style could be better.

For example, one student who had resubmitted, appeared to have tried very hard, researched the topic reasonably well given the list of good list of references but did not reach a pass. The assignment was not well structured or explained and there were problems with some of the referencing. I suggested that the student may benefit from a tutorial to explain how to answer questions, reference approximately and how to structure assignments to help him/her progress with the course.

4) Learning and Teaching

Please comment on the effectiveness of the Learning and Teaching methods employed on the modules and/or programmes

Not applicable since I have not observed or been involved in the teaching methods employed

Since one student had a problem reaching the appropriate standard regarding a resubmission of course work, I have suggested it may be beneficial to student progressions to provide a tutorial to explain how to answer questions, reference approximately and how to structure assignments, particularly for international students who may be less familiar with the UK academic system.

I am not aware of any other issues regarding the effectiveness of the Learning and Teaching methods regarding the content of the module.

5) Assessment

Please comment on the fairness and the rigour of the assessment and feedback process employed on the modules and/or programmes

I see the marks and comments to support those marks produced by both internal markers for the selection of students I am asked to review. I am able to see the marking criteria applied on coursework. It was evident that the markers had a shared understanding of the assessment criteria. The consistency with the marking criteria is applied with fairness with appropriate feedback to students.

I have not so far been aware, from the course work I have seen, of any significant

differences between markers for the need to employ a resolution process of how this is managed.

6) Good practice

Please comment on any areas of good practice that you wish to highlight

- I have found communication with the academic staff at the University has been very helpful and prompt in communicating with me.
- Clearly having experienced staff at the University is essential to the smooth running of the course.
- The marking process of annotating scripts and additional feedback being given by both the first and second marker (where a second marker was involved) was very good in the sample of work I have reviewed.

7) Recommendations

Please specify any recommendations that you wish to make.

1. To be given a spreadsheet of all the marks/grades for the students for each module so I have an overview of student performance when I review the sample of work.
2. For the communication about dates of exam boards to only contain the relevant dates for the exam meetings where I will have reviewed student work rather than also including exam boards which are not relevant to me.
3. TC facilities to be available for exam boards for members not able to attend in person.
4. Since some of the international students may be less familiar with UK expectations for how to write academic course work, it may be helpful to provide some additional support regarding writing skills/academic expectations/student tutorial(s) - if this is not currently available.

Section D:

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Yes	No	NA
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Programme and Module materials: have you received or been given access to:

- a. Programme Handbook(s)
- b. Academic Regulations – **relevant to my role re external examiners**
- c. Module Descriptors
- d. Assessment briefs/marketing criteria

yes		
yes		
yes		
yes		

Draft Examination Papers

- a. Did you receive all the draft papers (answer 'NA' if you did not because it was at your request) – **however, I was informed that another external examiner has reviewed these previously...**
- b. Was the nature and level of the questions appropriate?
- c. Were suitable arrangements made to consider your comments?

	No	
yes		
yes		

Marking Coursework/ Examination Scripts

a. Did you receive as a minimum a square root sample of completed scripts or coursework? (as specified in regulation A9.4)	yes		
b. Was the general standard and consistency of marking appropriate?	yes		
c. Were the scripts and coursework marked in such a way as to enable you to see the reasons for the award of given marks?	yes		

Dissertations/Project reports

a. Was the method and standard of assessment appropriate?			NA
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Board of Examiners meeting

a. Were you able to attend the meeting?		No	
b. If you were unable to attend the meeting were you offered the opportunity to provide views on student performance, progression and awards?	yes		
c. Was the meeting conducted to your satisfaction? <i>I was not at the meeting so I can not comment</i>			NA
d. Were you satisfied with the recommendations of the Board of Examiners? <i>I have not had seen the minutes so I am not able to comment.</i>			
e. Were issues raised in previous report(s) addressed to your satisfaction? <i>I have not seen previous reports to be able to comment on this.</i>			NA

Any other comments?
Please use this space to address any other comments you wish to make, including but not limited to

- a) any issues as specifically required by any relevant professional body
- b) An overview of your term of office (when concluded).

No additional comments

Thank you for completing this report and for undertaking External Examiner duties at

Edinburgh Napier University.

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EDINBURGH NAPIER UNIVERSITY

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Section A: Personal Details

(This section will be removed before the report is published on our website)

Duties

Is this report for:	mark as appropriate
Programmes and Modules	✓
Modules only	

Please insert module titles and numbers to which this report refers
(This information was sent to you on your appointment, if you require this information to be re-sent, please request this at externalexaminers@napier.ac.uk):

January 2014
LDN09109

May 2014
LDN09109 – one trailing student from the previous year
NMS09141
NMS11152
LDN08113
LDN09109

Please insert the programme title(s) to which this report refers (if appropriate):

BSc Learning Disability Nursing

Section B:

In accordance with Edinburgh Napier University regulations A9.4a-d, please confirm the following:

	Yes	No
<p>Academic Issues Is the academic standard of each module or programme of study being considered set and maintained at the appropriate level?</p>	✓	
<p>Student Performance Are the standards of student performance properly judged against the level set?</p>	✓	
<p>Assessment Is the assessment process appropriate, rigorous, equitable and conducted in accordance with University guidance?</p>	✓	
<p>Comparable Standards Is the standard and level of student achievement comparable with those in other higher education institutions?</p>	✓	

Section C:

<p>1) Comparability Please comment on the comparability of standards of student work between modules within a course (if appropriate) and those in other higher education institutions you may be familiar with.</p>
<p>The work of students that I have had an opportunity to review has a significant comparability with standards of student work in other higher education institutions that I am familiar with.</p> <p>The use of Moodle well defined and clear to the students and in my opinion enhances the learning opportunities, this also offers additional support to students in accessing assessment and module material. This also allows for a blended learning approach with students</p>
<p>2) Commentary on Academic issues Is the academic standard of each module or programme of study being considered set and maintained at the appropriate level, meeting the threshold academic standards, and where applicable, the subject benchmark statements and SCQF level descriptors</p>
<p>The appropriate level of academic standard are applied and these are evident within each module set and maintained for each submission. In my opinion are comparable with the QAA Subject benchmark statements and with the SCQF.</p>
<p>3) Student Performance Please comment on the strengths and weaknesses of the student performance with respect to module and/or programme content</p>
<p>The student performance within the modules I have reviewed is comparable with equivalent areas. I feel there is a range of modules and each one has a range of grades applied according to the performance of the students with respect the content.</p> <p>I have had opportunity to discuss this performance with the module leaders where appropriate. In all modules I have reviewed there are a range of marks awarded which I feel is representative of the work and is spread across all the bands</p>
<p>4) Learning and Teaching Please comment on the effectiveness of the Learning and Teaching methods employed on the modules and/or programmes</p>
<p>I feel there is contemporary and innovative approach employed with the use of Moodle and face to face teaching with a good mix and a blended approach to teaching and learning. There is a wide use of the discussion boards and these are valuable in connecting with the students in a variety of means.</p> <p>I have been part of the discussions whereby there is concern expressed by tutors where students are more reliant on the VLE than attendance and there is concern over this and the incongruences with the attendance requirements of the University. Considering the nature of the programme and the necessity of attendance this is of concern and I feel this is being explored by the module team and addressed which will take some time.</p>
<p>5) Assessment Please comment on the fairness and the rigour of the assessment and feedback process employed on the modules and/or programmes</p>
<p>The assessment process appears to be fair and within the rigour of the University procedures which are again comparable with other HEI's. The feedback process is clear within the work and is applicable to the assessment required considering the different</p>

elements of the assessment. This is clearly laid out and where this has differed on occasion I have brought this to the attention of the module team who have addressed this. The team make good use of the VLE to support this process and this is managed in a timely manner.

6) Good practice

Please comment on any areas of good practice that you wish to highlight

January 2014

I had the opportunity to meet with students both in the classroom setting and practice placements which provided some insight and clarity about expectations and opportunity to see the enthusiasm of the students the tutors and the practice staff. The students shared their enthusiasm for their study and commitment to the work in practice they undertake which was evident in many ways in the practice setting. There appears to be a close link with the practice areas and the module staff and the students were animated about the team.

March 2014

As a facilitator for the Positive Choices conference and Network is was really great to see so many of the Staff and Students travel to London to attend and participate for this two day event this was reassuring in the commitment that Edinburgh Napier University and the students possess. They are enthusiastic about the same event for next year.

April 2014

External examiner induction which was of great use and I met many colleagues whom were of great support. This was useful to meet with the people who monitor the processes and share ideas and thoughts.

June 2014

I attended a module board and I would comment that this is clearly framed with good feedback and opportunity for everyone to express thoughts, concerns and ideas and in so doing evidence of good practice ideas. The board papers are easy to follow and all follow the same layout, which is different from my other experiences. This was considering only two fields of nursing which made this a shorter and more productive meeting.

7) Recommendations

Please specify any recommendations that you wish to make.

This is my first post as an external examiner and I felt that I have been supported and informed and I have constructive useful discussions with those I have come into contact with. Many aspects of this role are specific to Scotland which has enabled me to gain new perspectives and learn for myself it is worth noting this to future staff where there are significant differences.

I have been able to attend all the Module boards to date however as the programme boards as held a week later the opportunity to travel to both is not a productive use of my time and therefore I have not yet been able to do so as yet and I wonder if this could be brought forward at all to the same day or following day to allow for attendance at both to be able to have a much more rounded view of the programme and the students.

I have been informed of when work is available to me to see through Moodle and a guide as to when work is coming in and therefore for me to be able to plan. I have asked all members of the team to send the draft board report prior/as I see work so that I have a picture of the issues in the module and gain a better understanding of the work. I have also suggested that if there is any particular work that staff would like me to look at specifically then I am able to do so currently some staff do and some do not so there is a consistency to the approach. This will also enable me to reply to the team members regarding the work in a consistent

approach.

There is an inherent understanding that the EE will know and understand Moodle and this is not necessarily the case. In my current university we use a bespoke system and this lead me to spend unprecedented amount of time trying to navigate this system, which once you get used to is easy to do. However it would be useful at some point to have a short 'navigation' of Moodle to understand how it is used an applied here. In saying this where I have had some issues the helpdesk team have been response and very helpful in answering my questions.

Section D:

This checklist is included to take into account the recommendation from the review of external examining arrangements in universities in the UK undertaken by Guild HE and Universities UK. We welcome any comments you have about this section.

Yes	No	NA
-----	----	----

Programme and Module materials: have you received or been given access to:

- a. Programme Handbook(s)
- b. Academic Regulations
- c. Module Descriptors
- d. Assessment briefs/marketing criteria

✓		
✓		
✓		
✓		

Draft Examination Papers

- a. Did you receive all the draft papers (answer 'NA' if you did not because it was at your request)
- b. Was the nature and level of the questions appropriate?
- c. Were suitable arrangements made to consider your comments?

		✓
		✓
		✓

Marking Coursework/ Examination Scripts

- a. Did you receive as a minimum a square root sample of completed scripts or coursework? (as specified in regulation A9.4)
- b. Was the general standard and consistency of marking appropriate?
- c. Were the scripts and coursework marked in such a way as to enable you to see the reasons for the award of given marks?

✓		
✓		
✓		

Dissertations/Project reports

a. Was the method and standard of assessment appropriate?

✓		
---	--	--

Board of Examiners meeting

a. Were you able to attend the meeting?

✓		
---	--	--

b. If you were unable to attend the meeting were you offered the opportunity to provide views on student performance, progression and awards?

		✓
--	--	---

c. Was the meeting conducted to your satisfaction?

✓		
---	--	--

d. Were you satisfied with the recommendations of the Board of Examiners?

✓		
---	--	--

e. Were issues raised in previous report(s) addressed to your satisfaction?

		✓
--	--	---

Any other comments?

Please use this space to address any other comments you wish to make, including but not limited to

- a) any issues as specifically required by any relevant professional body
- b) an overview of your term of office (when concluded).

I feel I have raised all the issues I need to in the appropriate areas of the report. I would like to state working with the Team has been a pleasure this year they have been very supportive to me in this new position seeking advice and support where they feel necessary which has resulted in some useful outcomes. They appear to be a very productive and close knit team who are working with a challenging programme and dealing with some difficult issues. They have managed to maintain and enhance the learning opportunities of the students to ensure the Undergraduate Nursing programme in Learning Disability nursing continues to be of a high standard. I attended a recent board where it was noted some module leaders were unable to attend and the convenor asked that those who lead should attend this. Clearly this is the most satisfactory situation but not always possible. It was very evident at the board the knowledge the team share of the students and the modules which made this a seamless event.

Thank you for completing this report and for undertaking External Examiner duties at Edinburgh Napier University.

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Section A: Personal Details

(This section will be removed before the report is published on our website)

Duties

Is this report for:	mark as appropriate
Programmes and Modules	√
Modules only	

Please insert module titles and numbers to which this report refers

(This information was sent to you on your appointment, if you require this information to be re-sent, please request this at externalexaminers@napier.ac.uk):

MID 10104 Special care neonatal nursing practice

MID 10105 High dependency / intensive care neonatal nursing practice

Please insert the programme title(s) to which this report refers (if appropriate):

72223BD BSc Neonatal Nursing

72224BH BSc (Hons) Neonatal Nursing

Section B:

In accordance with Edinburgh Napier University regulations A9.4a-d, please confirm the following:

	Yes	No
<p>Academic Issues Is the academic standard of each module or programme of study being considered set and maintained at the appropriate level?</p>	X	
<p>Student Performance Are the standards of student performance properly judged against the level set?</p>	X	
<p>Assessment Is the assessment process appropriate, rigorous, equitable and conducted in accordance with University guidance?</p>	X	
<p>Comparable Standards Is the standard and level of student achievement comparable with those in other higher education institutions?</p>	X	

Section C:

<p>1) Comparability Please comment on the comparability of standards of student work between modules within a course (if appropriate) and those in other higher education institutions you may be familiar with.</p>
<p>Standards of work appear comparable with my own and other higher education institutions I am familiar with.</p>
<p>2) Commentary on Academic issues Is the academic standard of each module or programme of study being considered set and maintained at the appropriate level, meeting the threshold academic standards, and where applicable, the subject benchmark statements and SCQF level descriptors</p>
<p>The academic standards appear to be set at the appropriate level for the award. The professional content is based on a comprehensive range of neonatal skills, knowledge and attitudes which are required to equip a qualified in speciality nursing professional to function effectively in practice</p>
<p>3) Student Performance Please comment on the strengths and weaknesses of the student performance with respect to module and/or programme content</p>
<p>Overall student achievements appear comparable to other institutions I am familiar with. Stronger students produced a comprehensive range of knowledge in the examination, and were able to demonstrate a good level of analysis and application to neonatal nursing practice in their essays. Weaker students provided poorer understanding of the key issues and produced essays that were less well-researched.</p>
<p>4) Learning and Teaching Please comment on the effectiveness of the Learning and Teaching methods employed on the modules and/or programmes</p>
<p>I am satisfied that the level of student performance reveals good evidence of the quality of learning and teaching.</p>

5) Assessment

Please comment on the fairness and the rigour of the assessment and feedback process employed on the modules and/or programmes

An appropriate blend of assessment strategies is employed, and assessments are clearly described in the module information books. For the samples of marking received, the University marking and grading descriptors appear to be consistently applied. Feedback to students is detailed and constructive, and should enable students to see where future work can be improved.

6) Good practice

Please comment on any areas of good practice that you wish to highlight

The content of the modules and the assessment strategies appear relevant and fit for purpose to prepare nursing professionals for qualification in the neonatal speciality.

7) Recommendations

Please specify any recommendations that you wish to make.

Section D:

This checklist is included to take into account the recommendation from the review of external examining arrangements in universities in the UK undertaken by Guild HE and Universities UK. We welcome any comments you have about this section.

Yes	No	NA
-----	----	----

Programme and Module materials: have you received or been given access to:

- a. Programme Handbook(s)
- b. Academic Regulations
- c. Module Descriptors
- d. Assessment briefs/marketing criteria

X		
X		
X		
X		

Draft Examination Papers

- a. Did you receive all the draft papers (answer 'NA' if you did not because it was at your request)
- b. Was the nature and level of the questions appropriate?
- c. Were suitable arrangements made to consider your comments?

	x	
x		
	x	

Marking Coursework/ Examination Scripts

- a. Did you receive as a minimum a square root sample of completed scripts or coursework? (as specified in regulation A9.4)
- b. Was the general standard and consistency of marking appropriate?
- c. Were the scripts and coursework marked in such a way as to enable you to see the reasons for the award of given marks?

X		
X		
X		

Dissertations/Project reports

- a. Was the method and standard of assessment appropriate?

X		
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Board of Examiners meeting

- a. Were you able to attend the meeting?
- b. If you were unable to attend the meeting were you offered the opportunity to provide views on student performance, progression and awards?

	X	
x		

- c. Was the meeting conducted to your satisfaction?
- d. Were you satisfied with the recommendations of the Board of Examiners?
- e. Were issues raised in previous report(s) addressed to your satisfaction?

		X
		X
		x

Any other comments?

Please use this space to address any other comments you wish to make, including but not limited to

- a) any issues as specifically required by any relevant professional body
- b) an overview of your term of office (when concluded).

Thank you for completing this report and for undertaking External Examiner duties at Edinburgh Napier University.

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EDINBURGH NAPIER UNIVERSITY

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- 07 July 2014 for duties relating to undergraduate provision
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Section A: Personal Details

(This section will be removed before the report is published on our website)

Duties

Is this report for:	mark as appropriate
Programmes and Modules	

Please insert module titles and numbers to which this report refers
(This information was sent to you on your appointment, if you require this information to be re-sent, please request this at externalexaminers@napier.ac.uk):

NUR 09713: Evaluating Practice through Theories & Models

NMS09700: Principles of research & evidence based practice (Singapore)

NMSO9100: Principles of research and evidence based practice

NMS097101: innovation and change (Singapore)

Please insert the programme title(s) to which this report refers (if appropriate): BN and BSc Nursing (Singapore)

Section B:

In accordance with Edinburgh Napier University regulations A9.4a-d, please confirm the following:

	Yes	No
Academic Issues Is the academic standard of each module or programme of study being considered set and maintained at the appropriate level?	x	
Student Performance Are the standards of student performance properly judged against the level set?	x	

<p>Assessment Is the assessment process appropriate, rigorous, equitable and conducted in accordance with University guidance?</p>	<p>x</p>	
<p>Comparable Standards Is the standard and level of student achievement comparable with those in other higher education institutions?</p>	<p>x</p>	

Section C:

1) Comparability

Please comment on the comparability of standards of student work between modules within a course (if appropriate) and those in other higher education institutions you may be familiar with.

The standard of work is consistent between the modules and achieves the appropriate level. Standards are comparable with other Universities both within Scotland and other UK institutions.

2) Commentary on Academic issues

Is the academic standard of each module or programme of study being considered set and maintained at the appropriate level, meeting the threshold academic standards, and where applicable, the [subject benchmark statements](#) and [SCQF level](#) descriptors

The academic standards are rigorous and meet equivalent standards in other Universities. The academic staff involved in all these modules show an exemplary commitment to achieving high standards.

3) Student Performance

Please comment on the strengths and weaknesses of the student performance with respect to module and/or programme content

Generally a high standard of engagement is achieved throughout these modules. The module

content is appropriate and relevant, again this is consistent throughout the range of modules

4) Learning and Teaching

Please comment on the effectiveness of the Learning and Teaching methods employed on the modules and/or programmes

A mix of blended learning methods are utilised throughout the modules, these appear to be constantly monitored and enhanced to improve delivery and student achievement

5) Assessment

Please comment on the fairness and the rigour of the assessment and feedback process employed on the modules and/or programmes

The comments and grades matched the marking criteria and I support the marks awarded. The feedback to students was both positive and helpful, including advice on how to improve for future assessed pieces of work. Full written feedback was provided for all students. The benchmarks were met in terms of the moderation process.

6) Good practice

Please comment on any areas of good practice that you wish to highlight

The assessment process was transparent and markers were consistent in their grading. I note that scripts were annotated in addition to the written feedback issued; the annotated comments were

appropriate and helpful.

7) Recommendations

Please specify any recommendations that you wish to make.

I would recommend that the team are commended on their exemplary standards of marking and feedback, and also for the support that they give students in terms of academic skills.

Section D:

This checklist is included to take into account the recommendation from the review of external examining arrangements in universities in the UK undertaken by Guild HE and Universities UK. We welcome any comments you have about this section.

Yes	No	NA
-----	----	----

Programme and Module materials: have you received or been given access to:

- a. Programme Handbook(s)
- b. Academic Regulations
- c. Module Descriptors
- d. Assessment briefs/marketing criteria

X		
X		
X		
X		

Draft Examination Papers

- a. Did you receive all the draft papers (answer 'NA' if you did not because it was at your request)
- b. Was the nature and level of the questions appropriate?
- c. Were suitable arrangements made to consider your comments?

X		
X		
X		

Marking Coursework/ Examination Scripts

- a. Did you receive as a minimum a square root sample of completed scripts or coursework? (as specified in regulation A9.4)
- b. Was the general standard and consistency of marking appropriate?
- c. Were the scripts and coursework marked in such a way as to enable you to see the reasons for the award of given marks?

X		
X		
X		

Dissertations/Project reports

- a. Was the method and standard of assessment appropriate?

X		
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Board of Examiners meeting

- a. Were you able to attend the meeting?
- b. If you were unable to attend the meeting were you offered the opportunity to provide views on student performance, progression and awards?
- c. Was the meeting conducted to your satisfaction?
- d. Were you satisfied with the recommendations of the Board of Examiners?
- e. Were issues raised in previous report(s) addressed to your satisfaction?

X		
X		
X		
X		
X		

Any other comments?

Please use this space to address any other comments you wish to make, including but not limited to

- a) any issues as specifically required by any relevant professional body
- b) an overview of your term of office (when concluded).

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Thank you for completing this report and for undertaking External Examiner duties at Edinburgh Napier University.

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EDINBURGH NAPIER UNIVERSITY

EXTERNAL EXAMINER ANNUAL REPORT 2013/14

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Section A: Personal Details

(This section will be removed before the report is published on our website)

Duties

Is this report for:	mark as appropriate
Programmes and Modules	/
Modules only	

Please insert module titles and numbers to which this report refers

(This information was sent to you on your appointment, if you require this information to be re-sent, please request this at externalexaminers@napier.ac.uk):

Clinical decision making
 Assessment and decision making
 Advancing research through practice
 Innovation and change
 Research and Evidence Based Practice

Please insert the programme title(s) to which this report refers (if appropriate):

UG Nursing

Section B:

In accordance with Edinburgh Napier University regulations A9.4a-d, please confirm the following:

	Yes	No
<p>Academic Issues Is the academic standard of each module or programme of study being considered set and maintained at the appropriate level?</p>	/	
<p>Student Performance Are the standards of student performance properly judged against the level set?</p>	/	
<p>Assessment Is the assessment process appropriate, rigorous, equitable and conducted in accordance with University guidance?</p>	/	
<p>Comparable Standards Is the standard and level of student achievement comparable with those in other higher education institutions?</p>	/	

Section C:

1) Comparability

Please comment on the comparability of standards of student work between modules within a course (if appropriate) and those in other higher education institutions you may be familiar with.

The course content continues to match the learning objectives of the programme and prepares students for their future roles. To facilitate this students have the capacity to choose cases that are relevant to their practice; the range and depth of the topics covered is appropriate and content is interesting and challenging. Overall, the modules are relevant to, and reflect future health care needs. The exception to this is one module where I've recommended the module team review the content as it is not contemporary and in line with government strategies and policies.

2) Commentary on Academic issues

Is the academic standard of each module or programme of study being considered set and maintained at the appropriate level, meeting the threshold academic standards, and where applicable, the [subject benchmark statements](#) and [SCQF level](#) descriptors

A rigorous process is evident in developing and maintaining high academic standards and this has certainly improved during my tenure.

3) Student Performance

Please comment on the strengths and weaknesses of the student performance with respect to module and/or programme content

Variation in ability within modules which is to be expected due to the nature of HE recruitment. Some students show the capability of future higher academic study.

4) Learning and Teaching

Please comment on the effectiveness of the Learning and Teaching methods employed on the modules and/or programmes

The quality of teaching and learning and achievement demonstrated by the students undertaking the programme is good. It is evident that lecturers challenge their students.

5) Assessment

Please comment on the fairness and the rigour of the assessment and feedback process employed on the modules and/or programmes

I can endorse the thoroughness and effectiveness of the School's assessment process and the running of the exam board.

The variety in assessments is well balanced across the programmes and the diligence of most markers is notable in that the feedback provided by academic staff to students is of a very high standard. Markers should be commended for providing such detailed and helpful feedback, which should assist students in achieving their learning goals in the future. The marking team have taken the opportunity to strengthen this over the last year.

Suggestions have been made by myself that the full range of marks should be used and reflect markers' comments. Typically markers award marks in the 30s even when comments suggest that a lower mark would be more appropriate. Differences exist in relation to markers writing on student scripts and although the majority of markers now provide constructive feedback, some are using it as an aide memoire and this serves little purpose to the student. At times markers comments have also been inappropriate.

Additional comments relate to :

One course team continue to award high marks, despite feedback being provided that they are out of synch.

The process for negotiation between markers isn't always clear.

6) Good practice

Please comment on any areas of good practice that you wish to highlight

The majority of module teams have introduced more robust marking criteria and writing on scripts is now undertaken in order to aid student learning rather than as an aid memoire for markers.

I'm satisfied with actions taken or in progress from my comments (with one exception).

7) Recommendations

Please specify any recommendations that you wish to make.

A specific course needs to work towards achieving the standards set by other programme teams within the School.

Section D:

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Yes	No	NA
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Programme and Module materials: have you received or been given access to:

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- b. Academic Regulations
- c. Module Descriptors
- d. Assessment briefs/marketing criteria

/		
/		
/		
/		

Draft Examination Papers

- a. Did you receive all the draft papers (answer 'NA' if you did not because it was at your request)
- b. Was the nature and level of the questions appropriate?

/		
/		

c. Were suitable arrangements made to consider your comments?

/		
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Marking Coursework/ Examination Scripts

a. Did you receive as a minimum a square root sample of completed scripts or coursework? (as specified in regulation A9.4)

/		
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b. Was the general standard and consistency of marking appropriate?

/		
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c. Were the scripts and coursework marked in such a way as to enable you to see the reasons for the award of given marks?

/		
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Dissertations/Project reports

a. Was the method and standard of assessment appropriate?

		/
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Board of Examiners meeting

a. Were you able to attend the meeting?

/		
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b. If you were unable to attend the meeting were you offered the opportunity to provide views on student performance, progression and awards?

		/
--	--	---

c. Was the meeting conducted to your satisfaction?

/		
---	--	--

d. Were you satisfied with the recommendations of the Board of Examiners?

/		
---	--	--

e. Were issues raised in previous report(s) addressed to your satisfaction?

/		
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Any other comments?
Please use this space to address any other comments you wish to make, including but not limited to

- a) any issues as specifically required by any relevant professional body
- b) an overview of your term of office (when concluded).

During my tenure I have witnessed very positive developments in the delivery of courses. Standards have been raised and maintained.

Thank you for completing this report and for undertaking External Examiner duties at
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EDINBURGH NAPIER UNIVERSITY
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Section A: Personal Details

(This section will be removed before the report is published on our website)

Duties

Is this report for:	mark as appropriate
Programmes and Modules	X
Modules only	

Please insert module titles and numbers to which this report refers
(This information was sent to you on your appointment, if you require this information to be re-sent, please request this at externalexaminers@napier.ac.uk):

- VET10100 Specialised Veterinary Nursing
- VET 10102 Veterinary Nursing Elective practice
- VET10101 Veterinary Nursing honours Project
- VET 10105 Veterinary practice management
- VET09100 Veterinary Nursing practice 3b
- VET09103 Veterinary nursing Care of Exotic Species
- VET09102 Veterinary Nursing Practice 4
- VET090101 Animals in Society
- VET 08108 Clinical Care of Exotic Species
- VET 08107 Veterinary practice 3a
- VET08100 Application of Small Animal Nursing Care
- VET08101 Veterinary Theatre Nursing and Anaesthesia
- VET08102 Diagnostics for Veterinary Nurses
- VET08106 Introduction to British Wildlife Care
- VET 08104 Vet pathology
- VET 07105 Vet Science in action
- VET07100 Foundations of Veterinary Nursing
- VET 07101 Veterinary Anatomy and Physiology
- VET 07103 Vet Nursing Practice 1
- VET 07104 Vet Nursing Practice 2
- VET 07102 Principles of small animal Care

Please insert the programme title(s) to which this report refers (if appropriate):

BSc Veterinary Nursing

Section B:

In accordance with Edinburgh Napier University regulations A9.4a-d, please confirm the following:

	Yes	No
<p>Academic Issues Is the academic standard of each module or programme of study being considered set and maintained at the appropriate level?</p>	X	
<p>Student Performance Are the standards of student performance properly judged against the level set?</p>	X	
<p>Assessment Is the assessment process appropriate, rigorous, equitable and conducted in accordance with University guidance?</p>	X	
<p>Comparable Standards Is the standard and level of student achievement comparable with those in other higher education institutions?</p>	X	

Section C:

<p>1) Comparability Please comment on the comparability of standards of student work between modules within a course (if appropriate) and those in other higher education institutions you may be familiar with.</p>
<p>The work produced is comparable with other institutions</p>
<p>2) Commentary on Academic issues Is the academic standard of each module or programme of study being considered set and maintained at the appropriate level, meeting the threshold academic standards, and where applicable, the subject benchmark statements and SCQF level descriptors</p>
<p>Both module and programme conform to subject benchmarks and modules are assessed at the appropriate level</p>
<p>3) Student Performance Please comment on the strengths and weaknesses of the student performance with respect to module and/or programme content</p>
<p>The ability of the students to effectively use the process of reflective learning is a strength.</p> <p>Though all meet minimum standards on the vet practice modules, there is a very wide range of commitment, effort and consequently results, with the best being excellent.</p> <p>It is a concern that high failure rates are occurring in the OSCE assessments in a range of modules over two academic levels This is an issue that the course team have been working on for the past two years.</p> <p>Although many of the students understand the process and terminology of designing a research programme, fewer were able to put this into practice or evaluate the results of what they had achieved</p>
<p>4) Learning and Teaching Please comment on the effectiveness of the Learning and Teaching methods employed on the modules and/or programmes</p>
<p>Students progress in their academic standards through the programme. Strengths are the use of methods that encourage independent learning and reflective learning.</p>

5) Assessment

Please comment on the fairness and the rigour of the assessment and feedback process employed on the modules and/or programmes

Assessment is fair and rigorous, with a wide range of methods used.

However the use of one assessment for modules with 4 or more outcomes does tend to lead to difficulties both in devising an appropriate piece of course work, the students completing it covering the outcomes and appropriate marking. I have noted this year that students are being referred to the outcomes and appropriately advised in the formative feedback, which has helped

Though I cannot comment on the timing, feedback is uniformly helpful and accessible. In many cases it is excellent, providing both positive feedback and helpful guidance for improvement. It is noticeable over the time I have been external that the quality of the feedback has improved. In almost all cases where it is appropriate the feedback has included advice on academic research, referencing and writing as well as technical content

6) Good practice

Please comment on any areas of good practice that you wish to highlight

Please note comments on feedback made above

Engagement of clinical mentors/coaches in veterinary practice to regularly review the skills development of the students

Wide range of assessment methods

7) Recommendations

Please specify any recommendations that you wish to make.

Further support for students before OSCE assessments

Section D:

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	Yes	No	NA
--	-----	----	----

Programme and Module materials: have you received or been given access to:

- a. Programme Handbook(s)
- b. Academic Regulations
- c. Module Descriptors
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Y		
Y		
Y		
Y		

Draft Examination Papers

- a. Did you receive all the draft papers (answer 'NA' if you did not because it was at your request)
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- c. Were suitable arrangements made to consider your comments?

Y		
Y		
Y		

Marking Coursework/ Examination Scripts

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- b. Was the general standard and consistency of marking appropriate?
- c. Were the scripts and coursework marked in such a way as to enable you to see the reasons for the award of given marks?

Y		
Y		
Y		

Dissertations/Project reports

- a. Was the method and standard of assessment appropriate?

Y		
---	--	--

Board of Examiners meeting

- a. Were you able to attend the meeting?

	N	
--	---	--

- b. If you were unable to attend the meeting were you offered the opportunity to provide views on student performance, progression and awards?
- c. Was the meeting conducted to your satisfaction?
- d. Were you satisfied with the recommendations of the Board of Examiners?
- e. Were issues raised in previous report(s) addressed to your satisfaction?

Y		
		X
Y		
		X

Any other comments?

Please use this space to address any other comments you wish to make, including but not limited to

- a) any issues as specifically required by any relevant professional body
- b) an overview of your term of office (when concluded).

It was suggested this year that I attended the Programme Board rather than the module board. The meeting was conducted appropriately and with proper recommendations.

A There are no issues that should be of concern to the professional body.

**B Staff have been uniformly helpful in providing me with appropriate material. Over the five years I have been external examiner for this programme it has grown in size. I have met with students on a couple of occasions and they have been positive about the course and felt that on the whole the collaboration between Edinburgh Napier University and CAW has worked to their benefit. I have noted an increase in the quality of the feedback given to students at all levels over this period and also an increase in the academic quality of the work I have seen from students
I wish the programme well in the future.**

Thank you for completing this report and for undertaking External Examiner duties at Edinburgh Napier University.

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EDINBURGH NAPIER UNIVERSITY

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Duties

Is this report for:	mark as appropriate
Programmes and Modules	
Modules only	X

Please insert module titles and numbers to which this report refers

(This information was sent to you on your appointment, if you require this information to be re-sent, please request this at externalexaminers@napier.ac.uk):

NMS09137 Professional, ethical and legal issues (International)
 ADN08110 Professional, ethical and legal issues in Contemporary Healthcare
 ADN08702 Professional, ethical and legal issues in Healthcare (International & Singapore)
 NMS09129 Positive Ageing: promoting health and well being with older people
 ADN09105 Foundations in nursing older people
 NUR09106 Moral and ethical issues in healthcare (ICS)
 NMS08100 Ethical legal and professional issues in healthcare
 NMS11129 Contemporary Ethical and Professional Issues in Healthcare

Please insert the programme title(s) to which this report refers (if appropriate):

Section B:

In accordance with Edinburgh Napier University regulations A9.4a-d, please confirm the following:

	Yes	No
<p>Academic Issues Is the academic standard of each module or programme of study being considered set and maintained at the appropriate level?</p>	✓	
<p>Student Performance Are the standards of student performance properly judged against the level set?</p>	✓	
<p>Assessment Is the assessment process appropriate, rigorous, equitable and conducted in accordance with University guidance?</p>	✓	
<p>Comparable Standards Is the standard and level of student achievement comparable with those in other higher education institutions?</p>	✓	

Section C:

1) Comparability

Please comment on the comparability of standards of student work between modules within a course (if appropriate) and those in other higher education institutions you may be familiar with.

I can confirm that those modules I have externally moderated in this University are comparable across other modules and across other HEI's that I would be familiar with

2) Commentary on Academic issues

Is the academic standard of each module or programme of study being considered set and maintained at the appropriate level, meeting the threshold academic standards, and where applicable, the [subject benchmark statements](#) and [SCQF level](#) descriptors

I can confirm that this is correct for the modules I have moderated during this academic year

3) Student Performance

Please comment on the strengths and weaknesses of the student performance with respect to module and/or programme content

At this level students may well have undertaken a variety of routes that have led them to University entrance. Consequently they have varying strengths and weaknesses they bring to these modules and ultimately the course. Facilitation by staff in building on strengths and developing weakness into strengths to meet the rigors of study are to be commended. Those students who accept facilitation tend to perform well in these modules.

4) Learning and Teaching

Please comment on the effectiveness of the Learning and Teaching methods employed on the modules and/or programmes

It has been demonstrated that students meet the learning outcomes for the module assessment.

5) Assessment

Please comment on the fairness and the rigour of the assessment and feedback process employed on the modules and/or programmes

All work that I have moderated has demonstrated its adherence to fairness and the rigor required for each individual assessment. Internal moderation from staff feedback has been made available to me for modules. Student feedback is of a high standard and this has been available to me for all students.

6) Good practice

Please comment on any areas of good practice that you wish to highlight

7) Recommendations

Please specify any recommendations that you wish to make.

I have no recommendations to make at this time. I confirm that I have been fully facilitated in my work as an external examiner. I believe all processes have been followed and are in keeping with the University standards and aimed at enhancing the student experience

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Section D:

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Yes	No	NA
------------	-----------	-----------

Programme and Module materials: have you received or been given access to:

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- b. Academic Regulations
- c. Module Descriptors
- d. Assessment briefs/marketing criteria

Yes		
Yes		
Yes		
Yes		

Draft Examination Papers

- a. Did you receive all the draft papers (answer 'NA' if you did not because it was at your request)
- b. Was the nature and level of the questions appropriate?
- c. Were suitable arrangements made to consider your comments?

		N/A

Marking Coursework/ Examination Scripts

- a. Did you receive as a minimum a square root sample of completed scripts or coursework? (as specified in regulation A9.4)
- b. Was the general standard and consistency of marking appropriate?
- c. Were the scripts and coursework marked in such a way as to enable you to see the reasons for the award of given marks?

Yes		
Yes		
Yes		

Dissertations/Project reports

- a. Was the method and standard of assessment appropriate?

Yes		
-----	--	--

Board of Examiners meeting

- a. Were you able to attend the meeting?
- b. If you were unable to attend the meeting were you offered the opportunity to provide views on student performance, progression and awards?
- c. Was the meeting conducted to your satisfaction?
- d. Were you satisfied with the recommendations of the Board of Examiners?
- e. Were issues raised in previous report(s) addressed to your satisfaction?

Yes		
Yes		
Yes		
Yes		
Yes		

Any other comments?

Please use this space to address any other comments you wish to make, including but not limited to

- a) any issues as specifically required by any relevant professional body
- b) an overview of your term of office (when concluded).

I find the University a pleasure to work with. Staff are very diligent at keeping in touch and answering any issues or queries that may arise. I am always advised well ahead of moderating being required

Thank you for completing this report and for undertaking External Examiner duties at Edinburgh Napier University.

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EDINBURGH NAPIER UNIVERSITY

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Section A: Personal Details

(This section will be removed before the report is published on our website)

Duties

Is this report for:	mark as appropriate
Programmes and Modules	
Modules only	✓

Please insert module titles and numbers to which this report refers

(This information was sent to you on your appointment, if you require this information to be re-sent, please request this at externalexaminers@napier.ac.uk):

- ADN09109 Recognising acute illness and deterioration
- ADN09113 High Dependency Nursing Theory
- NMS11107 Advanced History Taking and Clinical examination
- NUR09100 Pharmacology
- NUR09101 Tissue Viability
- NUR09108 Clinical Supervision (ICS)
- NUR09109 Infection Control (ICS)
- NUR09117 International Nursing on line
- NUR09700 Pharmacology (International / Singapore)
- NUR09715 Health Assessment of acute illness and deterioration (Singapore)

Please insert the programme title(s) to which this report refers (if appropriate):

Section B:

In accordance with Edinburgh Napier University regulations A9.4a-d, please confirm the following:

	Yes	No
<p>Academic Issues Is the academic standard of each module or programme of study being considered set and maintained at the appropriate level?</p>	✓	
<p>Student Performance Are the standards of student performance properly judged against the level set?</p>	✓	
<p>Assessment Is the assessment process appropriate, rigorous, equitable and conducted in accordance with University guidance?</p>	✓	
<p>Comparable Standards Is the standard and level of student achievement comparable with those in other higher education institutions?</p>	✓	

Section C:

1) Comparability

Please comment on the comparability of standards of student work between modules within a course (if appropriate) and those in other higher education institutions you may be familiar with.

Standards of student work are comparable with other HEIs

2) Commentary on Academic issues

Is the academic standard of each module or programme of study being considered set and maintained at the appropriate level, meeting the threshold academic standards, and where applicable, the [subject benchmark statements](#) and [SCQF level](#) descriptors

Yes – the standard of each module is commensurate with what is expected

3) Student Performance

Please comment on the strengths and weaknesses of the student performance with respect to module and/or programme content

Overall student performance is good. Module leaders have correctly identified some issues with students for whom English is an additional language.

4) Learning and Teaching

Please comment on the effectiveness of the Learning and Teaching methods employed on the modules and/or programmes

The methods employed are good, resulting in satisfactory outcomes for the assessments.

5) Assessment

Please comment on the fairness and the rigour of the assessment and feedback process employed on the modules and/or programmes

Assessments are rigorous and fair.

6) Good practice

Please comment on any areas of good practice that you wish to highlight

International modules working well

Module leader information on Moodle is of a high standard, encouraging students to access the sites.

Information sent to me was clear and organised.

7) Recommendations

Please specify any recommendations that you wish to make.

It has been much easier this year when the dates of the boards are set for the whole year and communicated early.

Section D:

This checklist is included to take into account the recommendation from the review of external examining arrangements in universities in the UK undertaken by Guild HE and Universities UK. We welcome any comments you have about this section.

Yes	No	NA
-----	----	----

Programme and Module materials: have you received or been given access to:

- a. Programme Handbook(s)
- b. Academic Regulations
- c. Module Descriptors
- d. Assessment briefs/marketing criteria

✓		
✓		
✓		
✓		

Draft Examination Papers

- a. Did you receive all the draft papers (answer 'NA' if you did not because it was at your request)
- b. Was the nature and level of the questions appropriate?
- c. Were suitable arrangements made to consider your comments?

✓		
✓		
✓		

Marking Coursework/ Examination Scripts

- a. Did you receive as a minimum a square root sample of completed scripts or coursework? (as specified in regulation A9.4)
- b. Was the general standard and consistency of marking appropriate?
- c. Were the scripts and coursework marked in such a way as to enable you to see the reasons for the award of given marks?

✓		
✓		
✓		

Dissertations/Project reports

- a. Was the method and standard of assessment appropriate?

✓		
---	--	--

Board of Examiners meeting

- a. Were you able to attend the meeting?
- b. If you were unable to attend the meeting were you offered the opportunity to provide views on student performance, progression and awards?

✓		

- c. Was the meeting conducted to your satisfaction?
- d. Were you satisfied with the recommendations of the Board of Examiners?
- e. Were issues raised in previous report(s) addressed to your satisfaction?

✓		
✓		
✓		

Any other comments?

Please use this space to address any other comments you wish to make, including but not limited to

- a) any issues as specifically required by any relevant professional body
- b) an overview of your term of office (when concluded).

NMC standards achieved.

Thank you for completing this report and for undertaking External Examiner duties at Edinburgh Napier University.

Please email the completed report to externalexaminers@napier.ac.uk

EDINBURGH NAPIER UNIVERSITY

EXTERNAL EXAMINER ANNUAL REPORT 2013/14

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You are reminded that you must not name individual students or staff members in your report, and you should be aware that an anonymised version of this report will be published on the University's Academic Quality website.

The deadlines for submission of reports for session 2013/14 are

- 07 July 2014 for duties relating to undergraduate provision
- 27 October 2014 for duties relating to taught masters provision

If you have any questions or problems completing this form please contact externalexaminers@napier.ac.uk

Section A: Personal Details

(This section will be removed before the report is published on our website)

Duties

NB: Report 1 of 2 – External Examining activities quite diverse therefore easier to separate reports into ‘students in practice’ (Report 1) and ‘Mentorship Preparation’ (Report 2)

Is this report for:	mark as appropriate
Programmes and Modules	√
Modules only	

Please insert module titles and numbers to which this report refers
(This information was sent to you on your appointment, if you require this information to be re-sent, please request this at externalexaminers@napier.ac.uk):

Elective Nursing Practice NUR09117
Nursing Practice Experience 5 (Adult) ADN09129 / ADN09131

Please insert the programme title(s) to which this report refers (if appropriate):

Pre registration Nursing Programme (Bachelor of Nursing – BN)– Adult Field

Section B:

In accordance with Edinburgh Napier University regulations A9.4a-d, please confirm the following:

	Yes	No
<p>Academic Issues Is the academic standard of each module or programme of study being considered set and maintained at the appropriate level?</p>	√	
<p>Student Performance Are the standards of student performance properly judged against the level set?</p>	√	
<p>Assessment Is the assessment process appropriate, rigorous, equitable and conducted in accordance with University guidance?</p>	√	
<p>Comparable Standards Is the standard and level of student achievement comparable with those in other higher education institutions?</p>	√	

Section C:

1) Comparability

Please comment on the comparability of standards of student work between modules within a course (if appropriate) and those in other higher education institutions you may be familiar with.

These are practice based modules and, as such, assessed as Pass/ Fail and by a mentor in practice.

The documentation developed by the programme team is clear in terms of requirements and evidence required to demonstrate competence which supports validity and reliability of the assessment process.

The approach taken by the module team compares favourably with that taken in comparable institutions.

2) Commentary on Academic issues

Is the academic standard of each module or programme of study being considered set and maintained at the appropriate level, meeting the threshold academic standards, and where applicable, the [subject benchmark statements](#) and [SCQF level](#) descriptors

Yes – set within the competence requirements for nursing

3) Student Performance

Please comment on the strengths and weaknesses of the student performance with respect to module and/or programme content

I was able to discuss the module with a small group of third year students. They were very engaged with learning in practice and, overall, passionate about learning about nursing and delivering high quality nursing care. They had a clear understanding about:

- Module requirements and learning outcomes
- How to gain support in practice / raise concerns if unable to meet course requirements.

All the students questioned were positive about the autonomous nature of the elective module (NURO9115) and believed they performed well when choosing their own area of work and learning outcomes.

4) Learning and Teaching

Please comment on the effectiveness of the Learning and Teaching methods employed on the modules and/or programmes

The practice modules ADNO9129 / ADNO9131 / NURO9115 have a simple structure – Taught sessions to prepare the student for practice, additional information on moodle and then learning in practice with a mentor to achieve preset competencies. Discussion / reflection with mentor is required at the beginning of the module/ midway and a final summative report at the end of the experience.

The method appears to work well but is very dependent on the engagement of the student and individual skills of the mentor. The programme team (Lecturers and PEFs) appear to support this process well.

5) Assessment

Please comment on the fairness and the rigour of the assessment and feedback process employed on the modules and/or programmes

The practice assessment is supported by the practice assessment documentation which is clear in highlighting the competencies to be met, the level of evidence required to demonstrate competency and how / when feedback should be given.

In a module where each student is assessed by an individual mentor in practice it is extremely difficult to comment on inter marker reliability but assessment is purely Pass / fail and, as noted above, the documentation is clear.

Where concerns are expressed about a student's performance, a clear action plan is devised by the mentor with support from the link lecturer or PEF – this adds to the fairness and rigour of the process.

6) Good practice

Please comment on any areas of good practice that you wish to highlight

Strong partnership working between the module teams and placement providers.

Innovative approach to the Elective module.

7) Recommendations

Please specify any recommendations that you wish to make.

This is my first year as an external examiner on this programme. I would value the opportunity to visit students and mentors in practice to further explore how learning opportunities are facilitated and assessment undertaken in line with module outcomes and NMc requirements.

Section D:

This checklist is included to take into account the recommendation from the review of external examining arrangements in universities in the UK undertaken by Guild HE and Universities UK. We welcome any comments you have about this section.

Yes	No	NA
-----	----	----

Programme and Module materials: have you received or been given access to:

- a. Programme Handbook(s)
- b. Academic Regulations
- c. Module Descriptors
- d. Assessment briefs/marketing criteria

√		
√		
√		
√		

Draft Examination Papers

- a. Did you receive all the draft papers (answer 'NA' if you did not because it was at your request)
- b. Was the nature and level of the questions appropriate?
- c. Were suitable arrangements made to consider your comments?

		√
		√
		√

Marking Coursework/ Examination Scripts

- a. Did you receive as a minimum a square root sample of completed scripts or coursework? (as specified in regulation A9.4)
- b. Was the general standard and consistency of marking appropriate?
- c. Were the scripts and coursework marked in such a way as to enable you to see the reasons for the award of given marks?

		√
		√

Dissertations/Project reports

- a. Was the method and standard of assessment appropriate?

		√
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Board of Examiners meeting

- a. Were you able to attend the meeting?
- b. If you were unable to attend the meeting were you offered the opportunity to provide views on student performance, progression

√		
		√

and awards?

- c. Was the meeting conducted to your satisfaction?
- d. Were you satisfied with the recommendations of the Board of Examiners?
- e. Were issues raised in previous report(s) addressed to your satisfaction?

√		
√		
		√

Any other comments?

Please use this space to address any other comments you wish to make, including but not limited to

- a) any issues as specifically required by any relevant professional body
- b) an overview of your term of office (when concluded).

Practice learning experience and assessment of competence in practice in line with professional body requirements (NMC).

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EDINBURGH NAPIER UNIVERSITY

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- 27 October 2014 for duties relating to taught masters provision

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Section A: Personal Details

(This section will be removed before the report is published on our website)

Duties

Is this report for:	mark as appropriate
Programmes and Modules	
Modules only	X

Please insert module titles and numbers to which this report refers

(This information was sent to you on your appointment, if you require this information to be re-sent, please request this at externalexaminers@napier.ac.uk):

- Theory into Practice (Work Based Learning) – Portfolio (1)
- Theory into Practice (Work Based Learning) – Portfolio (2)
- Work-based Learning - Portfolio level 10 (1)
- Work-based Learning - Portfolio (1)
- Work-based Learning - Portfolio (2)
- Out of Hours and Unscheduled Care Work-based Learning Portfolio
- Work-based Learning Portfolio 2 (Singapore)
- Evaluating Practice Through Theories and Models (International/Singapore)

Please insert the programme title(s) to which this report refers (if appropriate):

Section B:

In accordance with Edinburgh Napier University regulations A9.4a-d, please confirm the following:

	Yes	No
<p>Academic Issues Is the academic standard of each module or programme of study being considered set and maintained at the appropriate level?</p>	X	
<p>Student Performance Are the standards of student performance properly judged against the level set?</p>	X	
<p>Assessment Is the assessment process appropriate, rigorous, equitable and conducted in accordance with University guidance?</p>	X	
<p>Comparable Standards Is the standard and level of student achievement comparable with those in other higher education institutions?</p>	X	

Section C:

1) Comparability

Please comment on the comparability of standards of student work between modules within a course (if appropriate) and those in other higher education institutions you may be familiar with.

The standard of work within the modules I have reviewed are comparable with those in my own institution, and comparable to others I have examined.

2) Commentary on Academic issues

Is the academic standard of each module or programme of study being considered set and maintained at the appropriate level, meeting the threshold academic standards, and where applicable, the [subject benchmark statements](#) and [SCQF level](#) descriptors

The academic standard set reflects the relevant academic levels. The learning outcomes are clear and assessment is designed to demonstrate module learning outcomes at the appropriate level. SCOF descriptors are clearly mapped within the modules.

3) Student Performance

Please comment on the strengths and weaknesses of the student performance with respect to module and/or programme content

Student performance is comparable to student performance at other institutions I have experience with.

4) Learning and Teaching

Please comment on the effectiveness of the Learning and Teaching methods employed on the modules and/or programmes

In the modules examined, learning and teaching is appropriate. In the work-based learning modules students have some scope to direct their own learning with supervision, although there is potential to further develop this.

5) Assessment

Please comment on the fairness and the rigour of the assessment and feedback process employed on the modules and/or programmes

Assessment is comprehensive, balanced and clearly indicates strength and weakness within student work.

6) Good practice

Please comment on any areas of good practice that you wish to highlight

Work-based learning (WBL), particularly within CPD, can promote significant service improvement and personal development. This is evident in some of the work reviewed. It may be worth the team considering how WBL could be developed further.

7) Recommendations

Please specify any recommendations that you wish to make.

None.

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Section D:

This checklist is included to take into account the recommendation from the review of external examining arrangements in universities in the UK undertaken by Guild HE and Universities UK. We welcome any comments you have about this section.

Yes	No	NA
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Programme and Module materials: have you received or been given access to:

- a. Programme Handbook(s)
- b. Academic Regulations
- c. Module Descriptors
- d. Assessment briefs/marketing criteria

X		
X		
X		
X		

Draft Examination Papers

- a. Did you receive all the draft papers (answer 'NA' if you did not because it was at your request)
- b. Was the nature and level of the questions appropriate?
- c. Were suitable arrangements made to consider your comments?

Marking Coursework/ Examination Scripts

- a. Did you receive as a minimum a square root sample of completed scripts or coursework? (as specified in regulation A9.4)
- b. Was the general standard and consistency of marking appropriate?
- c. Were the scripts and coursework marked in such a way as to enable you to see the reasons for the award of given marks?

X		
X		
X		

Dissertations/Project reports

a. Was the method and standard of assessment appropriate?

X		
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Board of Examiners meeting

a. Were you able to attend the meeting?

	X	
--	---	--

b. If you were unable to attend the meeting were you offered the opportunity to provide views on student performance, progression and awards?

X		
---	--	--

c. Was the meeting conducted to your satisfaction?

		X
--	--	---

d. Were you satisfied with the recommendations of the Board of Examiners?

		X
--	--	---

e. Were issues raised in previous report(s) addressed to your satisfaction?

		X
--	--	---

Any other comments?

Please use this space to address any other comments you wish to make, including but not limited to

- a) any issues as specifically required by any relevant professional body
- b) an overview of your term of office (when concluded).

There has been some confusion over which boards to attend. It would be useful to have the boards (date, time) provided clearly in advance so that I can arrange to attend.

Thank you for completing this report and for undertaking External Examiner duties at Edinburgh Napier University.

Please email the completed report to externalexaminers@napier.ac.uk

Duties

Is this report for:	mark as appropriate
Programmes and Modules	
Modules only	X

Please insert module titles and numbers to which this report refers

(This information was sent to you on your appointment, if you require this information to be re-sent, please request this at externalexaminers@napier.ac.uk):

NMS09118 Cancer Care

NMS09135 Cancer Care

NUR09112 Administration of cytotoxic chemotherapy

NMS09128 Haematology

NMS11130 Therapeutic Options for Malignant Haematology

ADN08109 Holistic Approaches to long term conditions

NMS 09142 Palliative Care

Please insert the programme title(s) to which this report refers (if appropriate):

Section B:

In accordance with Edinburgh Napier University regulations A9.4a-d, please confirm the following:

	Yes	No
<p>Academic Issues Is the academic standard of each module or programme of study being considered set and maintained at the appropriate level?</p>	X	
<p>Student Performance Are the standards of student performance properly judged against the level set?</p>	X	
<p>Assessment Is the assessment process appropriate, rigorous, equitable and conducted in accordance with University guidance?</p>	X	
<p>Comparable Standards Is the standard and level of student achievement comparable with those in other higher education institutions?</p>	X	

Section C:

<p>1) Comparability Please comment on the comparability of standards of student work between modules within a course (if appropriate) and those in other higher education institutions you may be familiar with.</p>
<p>The academic team, which can be large for particular modules, have demonstrated significant collaborative working and mentorship for new markers to the team, to ensure comparability of marking across modules. Marking standards are consistent with Higher Institutions I am familiar with.</p>
<p>2) Commentary on Academic issues Is the academic standard of each module or programme of study being considered set and maintained at the appropriate level, meeting the threshold academic standards, and where applicable, the subject benchmark statements and SCQF level descriptors</p>
<p>Yes, see comment above</p>
<p>3) Student Performance Please comment on the strengths and weaknesses of the student performance with respect to module and/or programme content</p>
<p>Students' marks demonstrate the full range. Those students achieving higher marks demonstrate clear focus addressing the assessment criteria, appropriate academic style with regard to writing and referencing, and more detailed discussion with reference to the literature.</p>
<p>4) Learning and Teaching Please comment on the effectiveness of the Learning and Teaching methods employed on the modules and/or programmes</p>
<p>A range of learning and teaching strategies are adopted for the modules reviewed. One module is delivered on-line whilst others are face to face or blended learning. The module content, indicated in module handbooks, appears appropriate to achieving the learning outcomes. Assessments include written case studies, learning logs and also reflective contributions to on-line discussion groups. The latter strategy is helping to develop students' digital literacy skills and also promotes critical review of the literature and colleagues views (in a constructive way).</p>
<p>5) Assessment Please comment on the fairness and the rigour of the assessment and feedback process employed on the modules and/or programmes</p>
<p>See comments 1&4 above. For some modules, clear guidelines are provided identifying the module team's expectations for the assessments in terms of presentation, organisation and content. These are translated into explicit marking criteria for the assessment. Moderation</p>

reports are provided for some modules demonstrating a robust process has been adopted.

Some variability in the depth of feedback provided across modules.

6) Good practice

Please comment on any areas of good practice that you wish to highlight

Robust moderation processes are evident particularly for modules with large numbers of students requiring several markers.
 Module leaders provide clear assessment criteria for students and these are translated into marking criteria making it explicit to students where marks have been awarded and areas for development.
 Creative use of on-line discussion/learning as part of the module assessments.

7) Recommendations

Please specify any recommendations that you wish to make.

Following the introduction of electronic marking it may be beneficial for the Award/module team(s) to:
 - consider and agree a minimum standard for the level of feedback provided and
 - agree how feedback via Grademark will be structured to mirror the current good practice relating to providing feedback which explicitly reflects the assessment/marketing criteria

Section D:

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Yes	No	NA
-----	----	----

Programme and Module materials: have you received or been given access to:

- a. Programme Handbook(s)
- b. Academic Regulations
- c. Module Descriptors
- d. Assessment briefs/marketing criteria

	X	
X		
X		
X		

Draft Examination Papers

- a. Did you receive all the draft papers (answer 'NA' if you did not because it was at your request)

		X
--	--	---

b. Was the nature and level of the questions appropriate?

		X
		X

c. Were suitable arrangements made to consider your comments?

Marking Coursework/ Examination Scripts

a. Did you receive as a minimum a square root sample of completed scripts or coursework? (as specified in regulation A9.4)

X		
X		
X		

b. Was the general standard and consistency of marking appropriate?

c. Were the scripts and coursework marked in such a way as to enable you to see the reasons for the award of given marks?

Dissertations/Project reports

a. Was the method and standard of assessment appropriate?

		X
--	--	---

Board of Examiners meeting

a. Were you able to attend the meeting?

	X	
		X
		X
		X
X		

b. If you were unable to attend the meeting were you offered the opportunity to provide views on student performance, progression and awards?

c. Was the meeting conducted to your satisfaction?

d. Were you satisfied with the recommendations of the Board of Examiners?

e. Were issues raised in previous report(s) addressed to your satisfaction?

Any other comments?

Please use this space to address any other comments you wish to make, including but not limited to

- a) any issues as specifically required by any relevant professional body
- b) an overview of your term of office (when concluded).

I have had access to all module handbooks and electronic assessments. Clear moderation processes are evident and academic staff have responded positively to my queries or questions about the modules reviewed. Please could a Programme/Award Handbook be provided if available?

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Edinburgh Napier University.

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Duties

Is this report for:	mark as appropriate
Programmes and Modules	
Modules only	X

Please insert module titles and numbers to which this report refers

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NMS09135 Cancer Care

NUR09112 Administration of cytotoxic chemotherapy

NMS09128 Haematology

NMS11130 Therapeutic Options for Malignant Haematology

NMS 09142 Palliative Care

Please insert the programme title(s) to which this report refers (if appropriate):

Section B:

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	Yes	No
<p>Academic Issues Is the academic standard of each module or programme of study being considered set and maintained at the appropriate level?</p>	X	
<p>Student Performance Are the standards of student performance properly judged against the level set?</p>	X	
<p>Assessment Is the assessment process appropriate, rigorous, equitable and conducted in accordance with University guidance?</p>	X	
<p>Comparable Standards Is the standard and level of student achievement comparable with those in other higher education institutions?</p>	X	

Section C:

<p>1) Comparability Please comment on the comparability of standards of student work between modules within a course (if appropriate) and those in other higher education institutions you may be familiar with.</p>
<p>The academic team have demonstrated significant collaborative working and mentorship for new markers to the team, to ensure comparability of marking across modules. Marking standards are consistent with Higher Institutions I am familiar with.</p>
<p>2) Commentary on Academic issues Is the academic standard of each module or programme of study being considered set and maintained at the appropriate level, meeting the threshold academic standards, and where applicable, the subject benchmark statements and SCQF level descriptors</p>
<p>Yes, see comment above</p>
<p>3) Student Performance Please comment on the strengths and weaknesses of the student performance with respect to module and/or programme content</p>
<p>Students' marks demonstrate the full range. Those students achieving higher marks demonstrate clear focus addressing the assessment criteria, appropriate academic style with regard to writing and referencing, and more detailed discussion with reference to the literature.</p>
<p>4) Learning and Teaching Please comment on the effectiveness of the Learning and Teaching methods employed on the modules and/or programmes</p>
<p>A range of learning and teaching strategies are adopted for the modules reviewed. One module is delivered on-line whilst others are face to face or blended learning. The module content, indicated in module handbooks, appears appropriate to achieving the learning outcomes. Assessments include written case studies, learning logs and also reflective contributions to on-line discussion groups. The latter strategy is helping to develop students' digital literacy skills and also promotes critical review of the literature and colleagues views (in a constructive way).</p>
<p>5) Assessment Please comment on the fairness and the rigour of the assessment and feedback process employed on the modules and/or programmes</p>
<p>See comments 1&4 above. For some modules, clear guidelines are provided identifying the module team's expectations for the assessments in terms of presentation, organisation and content. These are translated into explicit marking criteria for the assessment. Moderation reports are provided for some modules demonstrating a robust process has been adopted.</p>

Some variability in the depth of feedback provided across modules.

6) Good practice

Please comment on any areas of good practice that you wish to highlight

Robust moderation processes are evident particularly for modules with large numbers of students requiring several markers.
 Module leaders provide clear assessment criteria for students and these are translated into marking criteria making it explicit to students where marks have been awarded and areas for development.
 Creative use of on-line discussion/learning as part of the module assessments.

7) Recommendations

Please specify any recommendations that you wish to make.

Following the introduction of electronic marking it may be beneficial for the Award/module team(s) to:
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Section D:

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Yes	No	NA
-----	----	----

Programme and Module materials: have you received or been given access to:

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	X	
X		
X		
X		

Draft Examination Papers

- a. Did you receive all the draft papers (answer 'NA' if you did not because it was at your request)
- b. Was the nature and level of the questions appropriate?

		X
		X

c. Were suitable arrangements made to consider your comments?

		X
--	--	---

Marking Coursework/ Examination Scripts

a. Did you receive as a minimum a square root sample of completed scripts or coursework? (as specified in regulation A9.4)

X		
---	--	--

b. Was the general standard and consistency of marking appropriate?

X		
---	--	--

c. Were the scripts and coursework marked in such a way as to enable you to see the reasons for the award of given marks?

X		
---	--	--

Dissertations/Project reports

a. Was the method and standard of assessment appropriate?

		X
--	--	---

Board of Examiners meeting

a. Were you able to attend the meeting?

	X	
--	---	--

b. If you were unable to attend the meeting were you offered the opportunity to provide views on student performance, progression and awards?

		X
--	--	---

c. Was the meeting conducted to your satisfaction?

		X
--	--	---

d. Were you satisfied with the recommendations of the Board of Examiners?

		X
--	--	---

e. Were issues raised in previous report(s) addressed to your satisfaction?

X		
---	--	--

Any other comments?

Please use this space to address any other comments you wish to make, including but not limited to

- a) any issues as specifically required by any relevant professional body
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I have had access to all module handbooks and electronic assessments. Clear moderation processes are evident and academic staff have responded positively to my queries or questions about the modules reviewed. Please could a Programme/Award Handbook be provided if available?



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EDINBURGH NAPIER UNIVERSITY

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Duties

Is this report for:	mark as appropriate
Programmes and Modules	
Modules only	x

Please insert module titles and numbers to which this report refers

(This information was sent to you on your appointment, if you require this information to be re-sent, please request this at externalexaminers@napier.ac.uk):

NMS09123

NMS11132

NMS11134

Please insert the programme title(s) to which this report refers (if appropriate):

Section B:

In accordance with Edinburgh Napier University regulations A9.4a-d, please confirm the following:

	Yes	No
<p>Academic Issues Is the academic standard of each module or programme of study being considered set and maintained at the appropriate level?</p>	x	
<p>Student Performance Are the standards of student performance properly judged against the level set?</p>	x	
<p>Assessment Is the assessment process appropriate, rigorous, equitable and conducted in accordance with University guidance?</p>	x	
<p>Comparable Standards Is the standard and level of student achievement comparable with those in other higher education institutions?</p>	X	

Section C:

1) Comparability

Please comment on the comparability of standards of student work between modules within a course (if appropriate) and those in other higher education institutions you may be familiar with.

Marking is consistent across markers within modules and also across units. The standards of student work and the marks awarded are comparable with other institutions with which I am familiar.

2) Commentary on Academic issues

Is the academic standard of each module or programme of study being considered set and maintained at the appropriate level, meeting the threshold academic standards, and where applicable, the [subject benchmark statements](#) and [SCQF level](#) descriptors

Yes, the assessment tasks and students' standards of work reflect these.

3) Student Performance

Please comment on the strengths and weaknesses of the student performance with respect to module and/or programme content

Generally students do very well in addressing the complexities of theory and policy in the field of safeguarding, applying these concepts to practice.
Weaker students are less able to distinguish which particular policy and theory is relevant to their assignment topic. Inevitably some students fail to deal effectively with discrimination between UK wide policy and Scottish /English policy, though some do this very well.

4) Learning and Teaching

Please comment on the effectiveness of the Learning and Teaching methods employed on the modules and/or programmes

The teaching team make very good use of the e-learning environment to deliver/ support the delivery of the modules. This is a particular strength of the teaching for these units.

5) Assessment

Please comment on the fairness and the rigour of the assessment and feedback process employed on the modules and/or programmes

Markers is rigorous; markers use the full range of marks available to them and mark consistently against explicit criteria.
Feedback is consistently detailed and extensive.

6) Good practice

Please comment on any areas of good practice that you wish to highlight

As highlighted above, the use of elearning and the standard of feedback.

7) Recommendations

Please specify any recommendations that you wish to make.

None

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Section D:

This checklist is included to take into account the recommendation from the review of external examining arrangements in universities in the UK undertaken by Guild HE and Universities UK. We welcome any comments you have about this section.

Yes	No	NA
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Programme and Module materials: have you received or been given access to:

- a. Programme Handbook(s)
- b. Academic Regulations
- c. Module Descriptors
- d. Assessment briefs/marketing criteria

X		
X		
X		
X		

Draft Examination Papers

- a. Did you receive all the draft papers (answer 'NA' if you did not because it was at your request)
- b. Was the nature and level of the questions appropriate?
- c. Were suitable arrangements made to consider your comments?

		X
X		
X		

Marking Coursework/ Examination Scripts

- a. Did you receive as a minimum a square root sample of completed scripts or coursework? (as specified in regulation A9.4)
- b. Was the general standard and consistency of marking appropriate?
- c. Were the scripts and coursework marked in such a way as to enable you to see the reasons for the award of given marks?

X		
X		
X		

Dissertations/Project reports

- a. Was the method and standard of assessment appropriate?

		X
--	--	---

Board of Examiners meeting

- a. Were you able to attend the meeting?
- b. If you were unable to attend the meeting were you offered the opportunity to provide views on student performance, progression and awards?
- c. Was the meeting conducted to your satisfaction?
- d. Were you satisfied with the recommendations of the Board of Examiners?
- e. Were issues raised in previous report(s) addressed to your satisfaction?

	x	
		x
		x
		x
x		

Any other comments?

Please use this space to address any other comments you wish to make, including but not limited to

- a) any issues as specifically required by any relevant professional body
- b) an overview of your term of office (when concluded).

Thank you for completing this report and for undertaking External Examiner duties at Edinburgh Napier University.

Please email the completed report to externalexaminers@napier.ac.uk

EDINBURGH NAPIER UNIVERSITY

EXTERNAL EXAMINER ANNUAL REPORT 2013/14

All External Examiners are requested to fill in a report upon completion of their duties associated with **first diet assessments** each session. Please note that all sections of the report must be completed for payment to be authorised.

Your report will be given primary consideration at subject level and will inform annual monitoring. The University Quality Assurance, Monitoring and Review Committee will also receive a summary report of general themes from the reports submitted in each academic year.

You are reminded that you must not name individual students or staff members in your report, and you should be aware that an anonymised version of this report will be published on the University's Academic Quality website.

The deadlines for submission of reports for session 2013/14 are

- 07 July 2014 for duties relating to undergraduate provision
- 27 October 2014 for duties relating to taught masters provision

If you have any questions or problems completing this form please contact externalexaminers@napier.ac.uk

Section A: Personal Details

(This section will be removed before the report is published on our website)

Title

Email address

Surname

Date report completed

First name

Institution

Duties

Is this report for:	mark as appropriate
Programmes and Modules	
Modules only	✓

Please insert module titles and numbers to which this report refers
(This information was sent to you on your appointment, if you require this information to be re-sent, please request this at externalexaminers@napier.ac.uk):

- NMS 11118 - Clinical Research Associate (CRA) Training Practical
- NMS 11160 - Clinical Research Practice (ICR)
- NMS 11758 - Clinical Research Theory (Singapore)
- NMS 11759 - Clinical Research - Regulation and legislation (Singapore)
- NMS 09133 - Clinical Research - Legislation and Regulation
- NMS 09134 - Clinical Research - Practice
- NMS 11158 - Clinical Research - Theory
- NMS 11159 - Clinical Research - Legislation and Regulation
- NMS 11725 - Work-base Learning Portfolio
- NMS 11760 - Clinical Research - Practice (Singapore)

Please insert the programme title(s) to which this report refers (if appropriate):

Clinical Research

Section B:

In accordance with Edinburgh Napier University regulations A9.4a-d, please confirm the following:

	Yes	No
<p>Academic Issues Is the academic standard of each module or programme of study being considered set and maintained at the appropriate level?</p>	✓	
<p>Student Performance Are the standards of student performance properly judged against the level set?</p>	✓	
<p>Assessment Is the assessment process appropriate, rigorous, equitable and conducted in accordance with University guidance?</p>	✓	
<p>Comparable Standards Is the standard and level of student achievement comparable with those in other higher education institutions?</p>	✓	

Section C:

1) Comparability

Please comment on the comparability of standards of student work between modules within a course (if appropriate) and those in other higher education institutions you may be familiar with.

There are clear consistencies between the quality of work submitted and assessments between the modules I have examined in the past academic year. This is helped by a small number of staff being responsible for the delivery of these modules. It is difficult to make a comparison with other institutions because this is such a unique course. I am, however, confident that these modules have been delivered and assessed at a standard that would be acceptable in other institutions.

2) Commentary on Academic issues

Is the academic standard of each module or programme of study being considered set and maintained at the appropriate level, meeting the threshold academic standards, and where applicable, the [subject benchmark statements](#) and [SCQF level](#) descriptors

I am confident that the modules I have examined have been delivered to an appropriate standard.

3) Student Performance

Please comment on the strengths and weaknesses of the student performance with respect to module and/or programme content

As last year, student performance has been mixed. Some students have performed at an extremely high level whilst others have struggled to meet the standard required to pass assignments. I have no concerns about student performance.

4) Learning and Teaching

Please comment on the effectiveness of the Learning and Teaching methods employed on the modules and/or programmes

As far as I am able to judge, the Learning and Teaching methods employed are effectively meeting the needs of the students.

5) Assessment

Please comment on the fairness and the rigour of the assessment and feedback process employed on the modules and/or programmes

The modules I have examined appear to have been assessed in a fair and rigorous manner. Students are always provided with clear and meaningful feedback.

6) Good practice

Please comment on any areas of good practice that you wish to highlight

Nothing more to add since last year's report.

7) Recommendations

Please specify any recommendations that you wish to make.

None.

Section D:

This checklist is included to take into account the recommendation from the review of external examining arrangements in universities in the UK undertaken by Guild HE and Universities UK. We welcome any comments you have about this section.

Yes	No	NA
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Programme and Module materials: have you received or been given access to:

- a. Programme Handbook(s)
- b. Academic Regulations
- c. Module Descriptors
- d. Assessment briefs/marketing criteria

✓		
✓		
✓		
✓		

Draft Examination Papers

- a. Did you receive all the draft papers (answer 'NA' if you did not because it was at your request)
- b. Was the nature and level of the questions appropriate?
- c. Were suitable arrangements made to consider your comments?

	✓	
✓		
✓		

Marking Coursework/ Examination Scripts

- a. Did you receive as a minimum a square root sample of completed scripts or coursework? (as specified in regulation A9.4)
- b. Was the general standard and consistency of marking appropriate?
- c. Were the scripts and coursework marked in such a way as to enable you to see the reasons for the award of given marks?

✓		
✓		
✓		

Dissertations/Project reports

- a. Was the method and standard of assessment appropriate?

		✓
--	--	---

Board of Examiners meeting

- a. Were you able to attend the meeting?
- b. If you were unable to attend the meeting were you offered the opportunity to provide views on student performance, progression and awards?

	✓	
✓		

- c. Was the meeting conducted to your satisfaction?
- d. Were you satisfied with the recommendations of the Board of Examiners?
- e. Were issues raised in previous report(s) addressed to your satisfaction?

		✓
✓		
✓		

Any other comments?

Please use this space to address any other comments you wish to make, including but not limited to

- a) any issues as specifically required by any relevant professional body
- b) an overview of your term of office (when concluded).

I have no concerns about the delivery and assessment of the modules I have examined in the past academic year.

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EDINBURGH NAPIER UNIVERSITY

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Duties

Is this report for:	mark as appropriate
Programmes and Modules	
Modules only	x

Please insert module titles and numbers to which this report refers

(This information was sent to you on your appointment, if you require this information to be re-sent, please request this at externalexaminers@napier.ac.uk):

NUR09119 Management & Care of Diabetes across the Lifespan
 NMS09154 Conversion from Supplementary to Independent Prescriber (Level 9)
 NMS11168 Conversion from Supplementary to Independent Prescriber (Level 11)
 NMS09136 V150 Prescribing
 NMS09143 V300 Prescribing (Level 9)
 NMS11165 V300 Prescribing (Level 11)

Please insert the programme title(s) to which this report refers (if appropriate):

Section B:

In accordance with Edinburgh Napier University regulations A9.4a-d, please confirm the following:

	Yes	No
<p>Academic Issues Is the academic standard of each module or programme of study being considered set and maintained at the appropriate level?</p>	x	
<p>Student Performance Are the standards of student performance properly judged against the level set?</p>	x	
<p>Assessment Is the assessment process appropriate, rigorous, equitable and conducted in accordance with University guidance?</p>	x	
<p>Comparable Standards Is the standard and level of student achievement comparable with those in other higher education institutions?</p>	x	

Section C:

1) Comparability

Please comment on the comparability of standards of student work between modules within a course (if appropriate) and those in other higher education institutions you may be familiar with.

I have had the pleasure of reviewing work for all modules listed, taken from both Trimester 1 & 2. The work seen has demonstrated a range of academic abilities as would be expected with groups of this size. The L9 students generally exhibited the ability to critically analyse theoretical material to support their work, the weaker students producing work that was more descriptive in nature. The work from L11 students again showed this natural variation in ability and there was evidence of synthesis of ideas as would be expected at this level. For both Level 9 and Level 11, some students attained marks commensurate with 1st class (degree) and distinctions (Masters') which is commendable. The weaker students or those that were referred generally did so due to a lack of critical engagement with the subject and a lack of supporting literature. The performance and results at Napier are entirely comparable with the 4 other HEIs I am familiar with running similar programmes. Some of the work was at a higher level than I have seen at other HEIs, but generally the profiles are of an equivalent standard.

2) Commentary on Academic issues

Is the academic standard of each module or programme of study being considered set and maintained at the appropriate level, meeting the threshold academic standards, and where applicable, the [subject benchmark statements](#) and [SCQF level](#) descriptors

The academic standard of each of the modules examined are maintained at the appropriate level. The UK Quality Code Chapter A2 stipulates the standards required for degree and Masters' level study and the modules at Napier meet these criteria. The programme specifications clearly outline the academic expectations of each module and the standards to be met and the academic expectations in each module are clearly aligned to the SCQF level descriptors (2012). In respect of both the L9 and L11 modules I have examined, the students are informed of the academic standard to be met at degree and Masters' levels through the programme specifications, handbooks, and by the learning outcomes for the module.

3) Student Performance

Please comment on the strengths and weaknesses of the student performance with respect to module and/or programme content

For all modules externally examined-

Student strengths include:

1. Ability to critically analyse and synthesise theoretical material at L9 or L11
2. Achievement of some very good marks at 1st attempt or being successful in gaining a pass at 2nd attempt.
3. There is clear evidence of students engaging with the subject they are studying
4. The students studying NUR09119 Management of Diabetes Across the Lifespan evidently applied theory to practice in a variety of settings.
5. In the prescribing modules, students have grasped some difficult subjects extremely well such as the application of consultation models, history taking models, reaching a safe diagnosis and prescribing appropriately and safely.
6. There were some excellent results for drug calculations and pharmacology in the prescribing modules.

Student weaknesses include:

1. A very small number of students were unable to achieve a pass at 1st attempt in some modules although a pass at 2nd attempt was subsequently attained.
2. There were some variable presentation styles; use of grammar, punctuation, spelling; font choice and paragraph use.
3. There were variable methods of referencing used. Harvard technique was not always adhered to which impacted on the academic credibility of their work.

4) Learning and Teaching

Please comment on the effectiveness of the Learning and Teaching methods employed on the modules and/or programmes

The learning and teaching methods employed by all module teams are appropriately varied and are of high quality. I have not seen teaching taking place in person, but the variety of methods of delivery is evident within the module descriptors and module handbooks.

It is clear that the teaching methods are successful in that there is a high pass rate at 1st attempt at Napier. This is higher than the average pass rate at other HEIs I am familiar with.

The quality of teaching and learning is further evidenced within the students' work and it is evident that most students have understood the content and been successful in applying some often complex theory within their work. In the prescribing programmes it is evident that the theory to practice link has been achieved.

5) Assessment

Please comment on the fairness and the rigour of the assessment and feedback process employed on the modules and/or programmes

All modules examined have rigorous summative assessment processes in place. I was given the opportunity to review the exams along with the portfolios for the prescribing modules. This was useful in respect of being able to see the complete profile for each student.

All modules provide students with clear assignment guidelines on the Moodle site. The learning outcomes for each module are clearly articulated and understandable for all modules.

The feedback process is strong and the marking criteria set for each academic level is robust and similar to other HEIs.

There is clear evidence of transparent internal moderation and the amount of scripts sent to me as external examiner was of an appropriate percentage of the whole cohort. Module leaders always provided a full class list containing marks for the whole cohort of students so that marks for the students I reviewed could be compared to those for the whole cohort.

6) Good practice

Please comment on any areas of good practice that you wish to highlight

1. I was warmly welcomed to my EE post at Napier in August 2014 by QAA and all module leaders
2. Communication via email and telephone from module/programme leaders was excellent. Unfortunately, due to unexpected periods of sickness during my 1st year of tenure at Napier, it was not always possible for me to respond in a timely manner in respect of work sent for review. The teaching team were very supportive and patient, despite their understandable frustrations at the delay.
3. All module materials were sent to me right at the start of my tenure at Napier.
4. Access to the Moodle site was granted early on in my appointment. Access to all materials and to all submitted assignments via Turnitin was extremely useful.
5. The quality of all the prescribing modules is excellent and takes account of the requirements laid down by the NMC, GPhC and HCPC.
6. Feedback to students following submission of the summative assessments for all examined modules is of a high calibre.
7. There is clear evidence of internal moderation which is visible, transparent and robust. This information is readily available to the external examiner.
8. There were some excellent results achieved by students 2013-14 and my congratulations go to the module leaders and teaching teams for their obvious commitment to the teaching and administration of these modules.
9. The module leader and teaching team for NMS09154 and NMS11168 should be congratulated on a 100% pass rate for the 1st run of the prescribing Conversion course.

7) Recommendations

Please specify any recommendations that you wish to make.

1. I would like to see more evidence of how DMPs (doctors) are briefed on their role in the prescribing modules (NMS09143; NMS11165; NMS09154; NMS11168) and how prescribing mentors (nurses) are briefed on their role in community practitioner prescribing (NMS09136). This would really inform my knowledge of how these practitioners are prepared for the role they undertake as it is evident that engagement with the process is variable as evidenced in the Clinical Assessment Documents.
2. It would be useful to attend the next briefing session for new EEs as I was unable to attend the one in April 14.

Section D:

This checklist is included to take into account the recommendation from the review of external examining arrangements in universities in the UK undertaken by Guild HE and Universities UK. We welcome any comments you have about this section.

Yes	No	NA
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Programme and Module materials: have you received or been given access to:

- a. Programme Handbook(s)
- b. Academic Regulations
- c. Module Descriptors
- d. Assessment briefs/marketing criteria

X		
X		
X		
X		

Draft Examination Papers

- a. Did you receive all the draft papers (answer 'NA' if you did not because it was at your request)
- b. Was the nature and level of the questions appropriate?

X		
X		

- c. Were suitable arrangements made to consider your comments?

x		
---	--	--

Marking Coursework/ Examination Scripts

- a. Did you receive as a minimum a square root sample of completed scripts or coursework? (as specified in regulation A9.4)
- b. Was the general standard and consistency of marking appropriate?
- c. Were the scripts and coursework marked in such a way as to enable you to see the reasons for the award of given marks?

x		
x		
x		

Dissertations/Project reports

- a. Was the method and standard of assessment appropriate?

		x
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Board of Examiners meeting

- a. Were you able to attend the meeting?
- b. If you were unable to attend the meeting were you offered the opportunity to provide views on student performance, progression and awards?
- c. Was the meeting conducted to your satisfaction?
- d. Were you satisfied with the recommendations of the Board of Examiners?
- e. Were issues raised in previous report(s) addressed to your satisfaction?

	x	
x		
		X Not present
x		
		X 1 st year of tenure

Any other comments?

Please use this space to address any other comments you wish to make, including but not limited to

- a) any issues as specifically required by any relevant professional body
- b) an overview of your term of office (when concluded).

Academic year 2013-14 was my 1st year of tenure at Napier University. I have experience of 4 other HEIs offering similar programmes and I have been very impressed with the standards of module materials, assessments, results, correspondence and support given to me at this institution.

I look forward to continuing to act as EE during 2014-15 and to attending the Assessment Boards in person this year.

Thank you.

Thank you for completing this report and for undertaking External Examiner duties at Edinburgh Napier University.

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EDINBURGH NAPIER UNIVERSITY

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Section A: Personal Details

(This section will be removed before the report is published on our website)

Duties

Is this report for:	mark as appropriate
Programmes and Modules	
Modules only	x

Please insert module titles and numbers to which this report refers
(This information was sent to you on your appointment, if you require this information to be re-sent, please request this at externalexaminers@napier.ac.uk):

LDN08112: Learning Disabilities and Mental Health

MHN08108: Service user and carer participation – from policy to practice

Please insert the programme title(s) to which this report refers (if appropriate):

Section B:

In accordance with Edinburgh Napier University regulations A9.4a-d, please confirm the following:

	Yes	No
<p>Academic Issues Is the academic standard of each module or programme of study being considered set and maintained at the appropriate level?</p>	x	
<p>Student Performance Are the standards of student performance properly judged against the level set?</p>	x	
<p>Assessment Is the assessment process appropriate, rigorous, equitable and conducted in accordance with University guidance?</p>	x	
<p>Comparable Standards Is the standard and level of student achievement comparable with those in other higher education institutions?</p>	x	

Section C:

<p>1) Comparability Please comment on the comparability of standards of student work between modules within a course (if appropriate) and those in other higher education institutions you may be familiar with.</p>
<p>The students work was favourably comparable.</p>
<p>2) Commentary on Academic issues Is the academic standard of each module or programme of study being considered set and maintained at the appropriate level, meeting the threshold academic standards, and where applicable, the subject benchmark statements and SCQF level descriptors</p>
<p>Clearly yes module teams maintaining appropriate level</p>
<p>3) Student Performance Please comment on the strengths and weaknesses of the student performance with respect to module and/or programme content</p>
<p>These are clinically applicable modules where the students (in common with other institutions) struggle to apply their theoretical knowledge to [practice. That said the assignments and modules do endeavour to do this allowing the more able students to do well and encouraging others.</p>
<p>4) Learning and Teaching Please comment on the effectiveness of the Learning and Teaching methods employed on the modules and/or programmes</p>
<p>Very effective and innovative</p>

5) Assessment Please comment on the fairness and the rigour of the assessment and feedback process employed on the modules and/or programmes
Generally very good constructive feedback
6) Good practice Please comment on any areas of good practice that you wish to highlight
Both modules reviewed illustrate good opportunities for students to refer their learning to practice.
7) Recommendations Please specify any recommendations that you wish to make.

Section D:

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Yes	No	NA
-----	----	----

Programme and Module materials: have you received or been given access to:

- a. Programme Handbook(s)
- b. Academic Regulations
- c. Module Descriptors
- d. Assessment briefs/marketing criteria

X		
X		
X		
X		

Draft Examination Papers

- a. Did you receive all the draft papers (answer 'NA' if you did not because it was at your request)
- b. Was the nature and level of the questions appropriate?
- c. Were suitable arrangements made to consider your comments?

X		
X		
X		

Marking Coursework/ Examination Scripts

- a. Did you receive as a minimum a square root sample of completed scripts or coursework? (as specified in regulation A9.4)
- b. Was the general standard and consistency of marking appropriate?
- c. Were the scripts and coursework marked in such a way as to enable you to see the reasons for the award of given marks?

X		
X		
X		

Dissertations/Project reports

- a. Was the method and standard of assessment appropriate?

X		
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Board of Examiners meeting

- a. Were you able to attend the meeting?
- b. If you were unable to attend the meeting were you offered the opportunity to provide views on student performance, progression and awards?
- c. Was the meeting conducted to your satisfaction?

	X	
X		
		X

- d. Were you satisfied with the recommendations of the Board of Examiners?
- e. Were issues raised in previous report(s) addressed to your satisfaction?

		X
	X	

Any other comments?

Please use this space to address any other comments you wish to make, including but not limited to

- a) any issues as specifically required by any relevant professional body
- b) an overview of your term of office (when concluded).

The modules are well run and appropriate. Module leaders helpful. I am still awaiting moodle password which is holding things up.

Thank you for completing this report and for undertaking External Examiner duties at Edinburgh Napier University.

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EDINBURGH NAPIER UNIVERSITY

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Section A: Personal Details

(This section will be removed before the report is published on our website)

Duties

NB: Report 2 of 2 – External Examining activities quite diverse therefore easier to separate reports into ‘students in practice’ (Report 1) and ‘Mentorship Preparation’ (Report 2)

Is this report for:	mark as appropriate
Programmes and Modules	
Modules only	√

Please insert module titles and numbers to which this report refers

(This information was sent to you on your appointment, if you require this information to be re-sent, please request this at externalexaminers@napier.ac.uk):

NMS 09114 Mentorship in Practice Accreditation
NMS09126 Mentorship in Practice (NMC Requirements)

NUR09714 Learning, Teaching and Assessment in Practice (International / Singapore)

Please insert the programme title(s) to which this report refers (if appropriate):

Section B:

In accordance with Edinburgh Napier University regulations A9.4a-d, please confirm the following:

	Yes	No
<p>Academic Issues Is the academic standard of each module or programme of study being considered set and maintained at the appropriate level?</p>	√	
<p>Student Performance Are the standards of student performance properly judged against the level set?</p>	√	
<p>Assessment Is the assessment process appropriate, rigorous, equitable and conducted in accordance with University guidance?</p>	√	
<p>Comparable Standards Is the standard and level of student achievement comparable with those in other higher education institutions?</p>	√	

Section C:

<p>1) Comparability</p> <p>Please comment on the comparability of standards of student work between modules within a course (if appropriate) and those in other higher education institutions you may be familiar with.</p>
<p>Individual modules – work compares well to similar modules in other institutions.</p> <p>The low initial pass rate and marks on the International module NUR09714 is reflected in other institutions.</p>
<p>2) Commentary on Academic issues</p> <p>Is the academic standard of each module or programme of study being considered set and maintained at the appropriate level, meeting the threshold academic standards, and where applicable, the subject benchmark statements and SCQF level descriptors</p>
<p>Yes – set within the requirements for mentor standards for nursing.</p>
<p>3) Student Performance</p> <p>Please comment on the strengths and weaknesses of the student performance with respect to module and/or programme content</p>
<p>NMS 09216 – Pass / Fail mark only. There was a wide variation in the standard and clarity of the portfolios submitted. The markers were able to reflect this in the written feedback given. Students submitting excellent portfolios demonstrated a positive ability to bring theory and practice together and analyse how mentorship supports their own professional development whilst borderline / refers showed limited knowledge, comprehension and reflection without transformational learning.</p> <p>NMS 09114 – It was disappointing that only 2 students from a cohort of 84 students took up the opportunity to gain academic credit from the module. The work submitted was positive with both students obtaining a good pass.</p> <p>NUR09714 – The grades awarded were commensurate with the level of work submitted. The module team do provide good support to understand academic writing and the nature of mentorship.</p>
<p>4) Learning and Teaching</p> <p>Please comment on the effectiveness of the Learning and Teaching methods employed on the modules and/or programmes</p>
<p>Across all the modules reviewed moodle is used effectively to introduce the module and as a</p>

platform for supporting the students learning.

The module content for all the modules is based on the NMC professional body requirements which both directs and, potentially, limits the structure and content of the modules.

The module teams work well within these frameworks.

5) Assessment

Please comment on the fairness and the rigour of the assessment and feedback process employed on the modules and/or programmes

All students received clear feedback reports. There was evidence of internal moderation. External examiner comments were actively sort and comments openly discussed throughout the academic year.

NMS09126 – Jan 14 cohort: first cohort where moderation was undertaken by a staff member external to the module team. It was valuable to receive the external moderator’s insightful comments into the assessment process.

6) Good practice

Please comment on any areas of good practice that you wish to highlight

NUR009714 – Clear and well developed moodle site to support students in understanding and engaging with the module material. Clear use of assessment for learning and formative feedback.

NMS09126 – The module team have supported some students to submit excellent, reflective portfolios which are a superb starting point for mentorship in practice – both the students and module team should be congratulated.

7) Recommendations

Please specify any recommendations that you wish to make.

This is my first year as an external examiner for these modules. I have appreciated working with the module teams and their support. I now have an understanding of these modules and look forward to a deeper engagement and discussion with the teams in 2014 – 15.

Section D:

This checklist is included to take into account the recommendation from the review of external examining arrangements in universities in the UK undertaken by Guild HE and Universities UK. We welcome any comments you have about this section.

Yes	No	NA
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Programme and Module materials: have you received or been given access to:

- a. Programme Handbook(s)
- b. Academic Regulations
- c. Module Descriptors
- d. Assessment briefs/marketing criteria

√		
√		
√		
√		

Draft Examination Papers

- a. Did you receive all the draft papers (answer 'NA' if you did not because it was at your request)
- b. Was the nature and level of the questions appropriate?
- c. Were suitable arrangements made to consider your comments?

		√
		√
		√

Marking Coursework/ Examination Scripts

- a. Did you receive as a minimum a square root sample of completed scripts or coursework? (as specified in regulation A9.4)
- b. Was the general standard and consistency of marking appropriate?
- c. Were the scripts and coursework marked in such a way as to enable you to see the reasons for the award of given marks?

√		
√		
√		

Dissertations/Project reports

- a. Was the method and standard of assessment appropriate?

√		
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Board of Examiners meeting

- a. Were you able to attend the meeting?
- b. If you were unable to attend the meeting were you offered the opportunity to provide views on student performance, progression and awards?
- c. Was the meeting conducted to your satisfaction?

	√	
√		
		√

d. Were you satisfied with the recommendations of the Board of Examiners?

e. Were issues raised in previous report(s) addressed to your satisfaction?

		√
		√

Any other comments?

Please use this space to address any other comments you wish to make, including but not limited to

- a) any issues as specifically required by any relevant professional body
- b) an overview of your term of office (when concluded).

Thank you for completing this report and for undertaking External Examiner duties at Edinburgh Napier University.

Please email the completed report to externalexaminers@napier.ac.uk

EDINBURGH NAPIER UNIVERSITY

EXTERNAL EXAMINER ANNUAL REPORT 2013/14

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The deadlines for submission of reports for session 2013/14 are

- 07 July 2014 for duties relating to undergraduate provision
- 27 October 2014 for duties relating to taught masters provision

If you have any questions or problems completing this form please contact externalexaminers@napier.ac.uk

Duties

Is this report for:	mark as appropriate
Programmes and Modules	
Modules only	X

Please insert module titles and numbers to which this report refers
(This information was sent to you on your appointment, if you require this information to be re-sent, please request this at externalexaminers@napier.ac.uk):

MID11101 – Preparation and Practice of Supervisors of Midwives (Practice)

MID11102 – Preparation and Practice of Supervisors of Midwives (Theory)

Please insert the programme title(s) to which this report refers (if appropriate):

Section B:

In accordance with Edinburgh Napier University regulations A9.4a-d, please confirm the following:

	Yes	No
<p>Academic Issues Is the academic standard of each module or programme of study being considered set and maintained at the appropriate level?</p>	X	
<p>Student Performance Are the standards of student performance properly judged against the level set?</p>	X	
<p>Assessment Is the assessment process appropriate, rigorous, equitable and conducted in accordance with University guidance?</p>	X	
<p>Comparable Standards Is the standard and level of student achievement comparable with those in other higher education institutions?</p>	X	

Section C:

<p>1) Comparability Please comment on the comparability of standards of student work between modules within a course (if appropriate) and those in other higher education institutions you may be familiar with.</p>
<p>Academic standards were comparable with other higher education institutions with which I am familiar. Nursing and Midwifery Council standards were adhered to in both practice and theoretical assessments.</p>
<p>2) Commentary on Academic issues Is the academic standard of each module or programme of study being considered set and maintained at the appropriate level, meeting the threshold academic standards, and where applicable, the subject benchmark statements and SCQF level descriptors</p>
<p>Yes</p>
<p>3) Student Performance Please comment on the strengths and weaknesses of the student performance with respect to module and/or programme content</p>
<p>A typical range of student abilities was demonstrated in the samples of each module. The modules were effective in demonstrating students' understanding of the statutory role of Midwifery Supervision.</p>
<p>4) Learning and Teaching Please comment on the effectiveness of the Learning and Teaching methods employed on the modules and/or programmes</p>
<p>The remit of all assessments clearly linked to the module learning outcomes. It was evident that the learning and teaching methods had been effective in supporting students to achieve these outcomes.</p>
<p>5) Assessment Please comment on the fairness and the rigour of the assessment and feedback process employed on the modules and/or programmes</p>
<p>Marking appeared fair and equitable in all modules reviewed. Marking criteria were very</p>

clear in all modules. There was congruence between first and second marker comments and grades awarded. Annotations were clear and students were given excellent guidance on how to improve their work.

A concern was raised about apparent breaches in confidentiality in relation to MID11101 and MID11102 assessments. This was discussed with the module team who confirmed that actual breaches had not occurred, but agreed that a greater emphasis on confidentiality would be included in the assessment guides in future.

6) Good practice

Please comment on any areas of good practice that you wish to highlight

1. Clarity of marking criteria in all modules reviewed.
2. Excellent feedback and feed-forward from the academic marking teams.

7) Recommendations

Please specify any recommendations that you wish to make.

Explicit emphasis on the importance of confidentiality in assessments – particularly those which are reflective or practice-based.

Section D:

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Yes	No	NA
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Programme and Module materials: have you received or been given access to:

- a. Programme Handbook(s)
- b. Academic Regulations
- c. Module Descriptors
- d. Assessment briefs/marketing criteria

X		
X		
X		
X		

Draft Examination Papers

- a. Did you receive all the draft papers (answer 'NA' if you did not because it was at your request)
- b. Was the nature and level of the questions appropriate?
- c. Were suitable arrangements made to consider your comments?

		X

Marking Coursework/ Examination Scripts

- a. Did you receive as a minimum a square root sample of completed scripts or coursework? (as specified in regulation A9.4)
- b. Was the general standard and consistency of marking appropriate?
- c. Were the scripts and coursework marked in such a way as to enable you to see the reasons for the award of given marks?

X		
X		
X		

Dissertations/Project reports

- a. Was the method and standard of assessment appropriate?

		X
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Board of Examiners meeting

- a. Were you able to attend the meeting?
- b. If you were unable to attend the meeting were you offered the opportunity to provide views on student performance, progression and awards?
- c. Was the meeting conducted to your satisfaction?
- d. Were you satisfied with the recommendations of the Board of Examiners?
- e. Were issues raised in previous report(s) addressed to your satisfaction?

	X	
X		
		X
		X
		X

Any other comments?

Please use this space to address any other comments you wish to make, including but not limited to

- a) any issues as specifically required by any relevant professional body
- b) an overview of your term of office (when concluded).

There were major difficulties in accessing Moodle. This appeared to be related to my username/ password. Both the module lead/s and IT team were very prompt in responses and helpful in seeking to resolve the problem. This has, however, been ongoing in both undergraduate and postgraduate modules and needs resolution for the 1415 academic year, please.

Thank you for completing this report and for undertaking External Examiner duties at
Edinburgh Napier University.

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EDINBURGH NAPIER UNIVERSITY

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Section A: Personal Details

(This section will be removed before the report is published on our website)

Duties

Is this report for:	mark as appropriate
Programmes and Modules	X
Modules only	

Please insert module titles and numbers to which this report refers

(This information was sent to you on your appointment, if you require this information to be re-sent, please request this at externalexaminers@napier.ac.uk):

Management of Psychosocial Issues in Long-Term Conditions

Diagnosis and Management of Epilepsy

Work Based learning (Epilepsy programme)

Please insert the programme title(s) to which this report refers (if appropriate):

Graduate certificate in the Care of people with Epilepsy P/T.

Section B:

In accordance with Edinburgh Napier University regulations A9.4a-d, please confirm the following:

	Yes	No
<p>Academic Issues Is the academic standard of each module or programme of study being considered set and maintained at the appropriate level?</p>	X	
<p>Student Performance Are the standards of student performance properly judged against the level set?</p>	X	
<p>Assessment Is the assessment process appropriate, rigorous, equitable and conducted in accordance with University guidance?</p>	X	
<p>Comparable Standards Is the standard and level of student achievement comparable with those in other higher education institutions?</p>	X	

Section C:

<p>1) Comparability Please comment on the comparability of standards of student work between modules within a course (if appropriate) and those in other higher education institutions you may be familiar with.</p>
<p>The comparability of standards of student work between modules within the above modules and those I have witnessed in other higher education institutions is good.</p>
<p>2) Commentary on Academic issues Is the academic standard of each module or programme of study being considered set and maintained at the appropriate level, meeting the threshold academic standards, and where applicable, the subject benchmark statements and SCQF level descriptors</p>
<p>Yes.</p>
<p>3) Student Performance Please comment on the strengths and weaknesses of the student performance with respect to module and/or programme content</p>
<p>Those students receiving higher marks appeared to have grasped the concept of true critical writing and reflection whereas those that received lower marks didn't. All module content allowed for creative and innovative approaches and where such approaches were adopted it correlated with the marks awarded. There are still some issues regarding referencing however no better or worse than in any other University I have come into contact recently.</p>
<p>4) Learning and Teaching Please comment on the effectiveness of the Learning and Teaching methods employed on the modules and/or programmes</p>
<p>A variety of learning of teaching methods were employed over the different modules reviewed which is important to enable students to play to their different strengths and abilities in presenting material for assessment.</p>
<p>5) Assessment Please comment on the fairness and the rigour of the assessment and feedback process employed on the modules and/or programmes</p>
<p>The internal marking of all work which I have reviewed was fair, consistent and equitable.</p>

<p>6) Good practice Please comment on any areas of good practice that you wish to highlight</p>
<p>The lecturers have worked hard – as I have reviewed representative samples of student scripts which have had their marks agreed internally - in terms of consistency in approach. This organisation demonstrates confidence between the teaching team members and is an example of good practice.</p>
<p>7) Recommendations Please specify any recommendations that you wish to make.</p>
<p>None at present.</p>

Section D:

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Yes	No	NA
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Programme and Module materials: have you received or been given access to:

- a. Programme Handbook(s)
- b. Academic Regulations
- c. Module Descriptors
- d. Assessment briefs/marketing criteria

X		
X		
X		
X		

Draft Examination Papers

- a. Did you receive all the draft papers (answer 'NA' if you did not because it was at your request)
- b. Was the nature and level of the questions appropriate?

X		
X		

c. Were suitable arrangements made to consider your comments?

X		
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Marking Coursework/ Examination Scripts

a. Did you receive as a minimum a square root sample of completed scripts or coursework? (as specified in regulation A9.4)

X		
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b. Was the general standard and consistency of marking appropriate?

X		
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c. Were the scripts and coursework marked in such a way as to enable you to see the reasons for the award of given marks?

X		
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Dissertations/Project reports

a. Was the method and standard of assessment appropriate?

X		
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Board of Examiners meeting

a. Were you able to attend the meeting?

	X	
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b. If you were unable to attend the meeting were you offered the opportunity to provide views on student performance, progression and awards?

X		
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c. Was the meeting conducted to your satisfaction?

X		
---	--	--

d. Were you satisfied with the recommendations of the Board of Examiners?

X		
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e. Were issues raised in previous report(s) addressed to your satisfaction?

X		
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Any other comments?

Please use this space to address any other comments you wish to make, including but not limited to

- a) any issues as specifically required by any relevant professional body
- b) an overview of your term of office (when concluded).

First term of office. No comments.

Thank you for completing this report and for undertaking External Examiner duties at Edinburgh Napier University.

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EDINBURGH NAPIER UNIVERSITY

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Section A: Personal Details

(This section will be removed before the report is published on our website)

Duties

Is this report for:	mark as appropriate
Programmes and Modules	x
Modules only	

Please insert module titles and numbers to which this report refers
(This information was sent to you on your appointment, if you require this information to be re-sent, please request this at externalexaminers@napier.ac.uk):

Research Methods

Advanced Patient History taking and clinical examination

Dissertation

Exploring Professional Roles in Practice

Dissertation (Extended Literature Review)

Professional Clinical Work-based Learning

Dissertation (Hong Kong)

Please insert the programme title(s) to which this report refers

Programme Duties

MSC Advanced Practice 72701MM

MSC Advanced Practice in Nursing and Applied Education 72703MM

MSC Advanced Practice in Midwifery 72705MM

MSC Advanced Practice in Midwifery and Applied Education 72707MM

MSC Advanced Practice in Palliative Care 72709MM

MSC Advanced Practice in Palliative Care and Applied Education 72710MM

MSC Advanced Practice in Cancer Care 72712MM

MSC Advanced Practice in Intellectual Disabilities 72714MM

MSC (Top-UP) Advanced Practice in Intellectual Disabilities and Applied Education 72716MX

MSC Advanced Practice in Diabetes Nursing L72718MM

MSC Advanced Practice Nursing 72722MM

MSC Advanced Practice in Child Protection 72726MM

Certificate of Credit PG Nursing (Non-Progressing) 77701CP

MSC Flexible Managed Programme P/T (Nursing Midwifery and Social Care) 77707MM

MSC (Top-Up) Flexible Managed Programme P/T (Nursing Midwifery and Social Care)
77707MX

Section B:

In accordance with Edinburgh Napier University regulations A9.4a-d, please confirm the following:

	Yes	No
<p>Academic Issues Is the academic standard of each module or programme of study being considered set and maintained at the appropriate level?</p>	✓	
<p>Student Performance Are the standards of student performance properly judged against the level set?</p>	✓	
<p>Assessment Is the assessment process appropriate, rigorous, equitable and conducted in accordance with University guidance?</p>	✓	
<p>Comparable Standards Is the standard and level of student achievement comparable with those in other higher education institutions?</p>	✓	

Section C:

1) Comparability

Please comment on the comparability of standards of student work between modules within a course (if appropriate) and those in other higher education institutions you may be familiar with.

In relation to other UK institutions (Including both Scotland and England) and some from outside Europe with which I am familiar the standard of student work is at least comparable and in some cases (NMS11151) student work has exceeded this with exemplary work of both academic merit and clinical value to students and their professional roles (advanced nurse practitioners) related to their specific learning.

The standards between modules is comparable and consistent with the credit rating of the specific modules.

2) Commentary on Academic issues

Is the academic standard of each module or programme of study being considered set and maintained at the appropriate level, meeting the threshold academic standards, and where applicable, the [subject benchmark statements](#) and [SCQF level](#) descriptors

The modules and assessments are clearly aligned to the SCQF level 11 and standards are upheld via the assessment processes

My engagement with the courses to date gives me confidence that graduates would be able to demonstrate the appropriate characteristics outlined in the SCQF.

While the subject Benchmark does not align itself to academic levels above honours degree the university should be commended for aligning the Masters level nursing courses with the general thrust and direction of professional development specifically embracing the principles of partnership working, commitment to high quality patient care and the development of new roles.

3) Student Performance

Please comment on the strengths and weaknesses of the student performance with respect to module and/or programme content

Student performance varies and this is accurately reflected in the final grades awarded. A few generic weaknesses relate to their non-compliance with presentational norms and those awarded lower grades do not fully substantiate their work with sufficient evidence or neglect the need to critically evaluate such evidence.

Strengths tend to outweigh weaknesses in that many of the Master's degree students have produced work which could be used as the basis for publications or conference papers, there is good use of relevant literature and critical evaluation. A particularly pleasing strength is the relevance of the work being produced in relation to its direct and indirect application to a range of spheres of professional practice.

4) Learning and Teaching

Please comment on the effectiveness of the Learning and Teaching methods employed on the modules and/or programmes

Academic staff have managed to ensure good student engagement and it is clear that the teaching is effective and teaching staff from the University and the NHS have been very supportive to students giving clear direction in relation to their academic development.

5) Assessment

Please comment on the fairness and the rigour of the assessment and feedback process employed on the modules and/or programmes

The assessment processes appear to be rigorous and fair. Feedback, including a variable amount of annotation, is to a very high standard. Comments are accurate, specific and supportive. There is clear intention that student can use this to promote further learning from the assessment processes.

6) Good practice

Please comment on any areas of good practice that you wish to highlight

I would highlight the level of detail provided in feedback from assessment as commendable and also the relevance of the learning tasks- reflected in the assessment strategy and in line with the particular programme of study. Such clear relevance is attractive to students and stakeholders alike.

I undertook the university wide external examiner induction during this year; my first in this role with Edinburgh Napier. This was helpful. At a local level I negotiated a more detailed induction and met a wide range of staff and this was incredibly helpful.

I have raised numerous issues related to specific modules with key staff and have found them to be very receptive and responsive. A helpful dialogue has often taken place in person, during my visits and using e-mail and telephone.

7) Recommendations

Please specify any recommendations that you wish to make.

The processes involved in double marking and internal moderation should be reviewed in order to ensure greater transparency and consistency. In some modules it has not always been clear that a robust internal moderation system has been employed. I understand that very tight turn-around times and clustering of

submission dates- no doubt impacted by other commitments unrelated to these programmes on the part of key academic staff hinder these processes. It would be useful if measures could be considered to avoid this for next year and that the full implementation of internal moderation could be made transparent in practice.

As there is a considerable workload in the allocation of programmes and modules- considerably more than other external examiners I have met during my visits, I do wish to plan my time to ensure proper scrutiny as required by the role. I had anticipated scripts arriving a few weeks earlier than they actually did. May I ask that dates indicating when scripts are expected be communicated as soon as possible. Nearer these dates any delays should be also notified.

Section D:

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Yes	No	NA
-----	----	----

Programme and Module materials: have you received or been given access to:

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- b. Academic Regulations
- c. Module Descriptors
- d. Assessment briefs/marketing criteria

✓		
✓		
✓		
✓		

Draft Examination Papers

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- b. Was the nature and level of the questions appropriate?
- c. Were suitable arrangements made to consider your comments?

		✓
		✓
		✓

Marking Coursework/ Examination Scripts

- a. Did you receive as a minimum a square root sample of completed scripts or coursework? (as specified in regulation A9.4)
- b. Was the general standard and consistency of marking appropriate?

✓		
✓		

- c. Were the scripts and coursework marked in such a way as to enable you to see the reasons for the award of given marks?

✓		
---	--	--

Dissertations/Project reports

- a. Was the method and standard of assessment appropriate?

✓		
---	--	--

Board of Examiners meeting

- a. Were you able to attend the meeting?
- b. If you were unable to attend the meeting were you offered the opportunity to provide views on student performance, progression and awards?
- c. Was the meeting conducted to your satisfaction?
- d. Were you satisfied with the recommendations of the Board of Examiners?
- e. Were issues raised in previous report(s) addressed to your satisfaction?

✓		
		✓
✓		
✓		
✓		

Any other comments?

Please use this space to address any other comments you wish to make, including but not limited to

- a) any issues as specifically required by any relevant professional body
- b) an overview of your term of office (when concluded).

For me, working off screen is problematic partly related to a visual impairment. Paper copies are sent however the use of the post office rather than a courier (to collect scripts for return to Napier) – is very inconvenient and takes a considerable amount of time.

Thank you for completing this report and for undertaking External Examiner duties at Edinburgh Napier University.

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EDINBURGH NAPIER UNIVERSITY

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Duties

Is this report for:	mark as appropriate
Programmes and Modules	x
Modules only	

Please insert module titles and numbers to which this report refers
(This information was sent to you on your appointment, if you require this information to be re-sent, please request this at externalexaminers@napier.ac.uk):

Please insert the programme title(s) to which this report refers (if appropriate):

The MSc Health Administration Programme (Edinburgh Napier & Singapore)

Singapore programme

NMS11755 Health Administration Project (60 credits)

NUR11102 Leadership and Finance for Effective Service Delivery (Singapore)

HRM11710 Behaviour and Management in Organisations (Singapore)

HRM11701 Contemporary Human Resource Management

NUR11101 Clinical Governance & Improvement Practice (Singapore)

HLT11703 Exploring Evidence to Improve Practice

NUR11100 Contemporary Ethical and Professional Issues in Healthcare (Singapore)

Home programme

HLT11105 International Health and Social Care

NMS11163 Health Administration Project (60 credits)

NMS11162 Leadership and Finance for Effective Service Delivery

HRM11110 Behaviour and Management in Organisations

HRM11101 Contemporary Human Resource Management

NMS11156 Clinical Governance & Improvement Practice

HLT11103 Exploring Evidence to Improve Practice

Section B:

In accordance with Edinburgh Napier University regulations A9.4a-d, please confirm the following:

	Yes	No
<p>Academic Issues Is the academic standard of each module or programme of study being considered set and maintained at the appropriate level?</p>	x	
<p>Student Performance Are the standards of student performance properly judged against the level set?</p>	x	
<p>Assessment Is the assessment process appropriate, rigorous, equitable and conducted in accordance with University guidance?</p>	x	
<p>Comparable Standards Is the standard and level of student achievement comparable with those in other higher education institutions?</p>	x	

Section C:

1) Comparability

Please comment on the comparability of standards of student work between modules within a course (if appropriate) and those in other higher education institutions you may be familiar with.

The standard of work is consistent between the modules and achieves the appropriate level. Standards are comparable with other Universities both within Scotland and other UK institutions.

2) Commentary on Academic issues

Is the academic standard of each module or programme of study being considered set and maintained at the appropriate level, meeting the threshold academic standards, and where applicable, the [subject benchmark statements](#) and [SCQF level](#) descriptors

The academic standards are rigorous and meet equivalent standards in other Universities. The academic staff involved in all these modules show an exemplary commitment to achieving high standards.

3) Student Performance

Please comment on the strengths and weaknesses of the student performance with respect to module and/or programme content

Not all students engaged fully with on line discussions but academic staff have developed strategies to promote this and ensure that students are fully engaged. Generally a high standard of

engagement is achieved throughout these modules. The module content is appropriate and relevant; again this is consistent throughout the range of modules.

4) Learning and Teaching

Please comment on the effectiveness of the Learning and Teaching methods employed on the modules and/or programmes

A mix of blended learning methods are utilised throughout the modules, these appear to be constantly monitored and enhanced to improve delivery and student achievement

5) Assessment

Please comment on the fairness and the rigour of the assessment and feedback process employed on the modules and/or programmes

The comments and grades matched the marking criteria in all instances and I support the marks awarded. The feedback to students was both positive and helpful, including advice on how to improve for future assessed pieces of work. Full written feedback was provided for all students and the feedback was of an extremely high standard. The benchmarks were met in terms of the moderation process.

The turn it in system was used as a teaching device by academic staff to advise students of inadvertent academic plagiarism due to immature academic skills. The academic staff were positive and proactive in their approach and always had a student centred approach. There were some of issues of students with very high similarity reports; where there was clear evidence of plagiarism they were diligent and rigorous in following the University policies. Where the similarities were the result of immature academic skills the students were given clear advice regarding this and informed that it had deleteriously affected their grade, the team have also instigated extra support for students with regard to this issue and I commend them for their professional and comprehensive approach to this issue.

6) Good practice Please comment on any areas of good practice that you wish to highlight
<p>The assessment process was transparent and markers were consistent in their grading. I note that scripts were annotated in addition to the written feedback issued; the annotated comments were appropriate and helpful and represented best practice in terms of comprehensive feedback. Anonymous marking is the norm although sometimes sabotaged by students who ignore their instructions not to identify themselves in assignments</p>
7) Recommendations Please specify any recommendations that you wish to make.

Section D:

This checklist is included to take into account the recommendation from the review of external examining arrangements in universities in the UK undertaken by Guild HE and Universities UK. We welcome any comments you have about this section.

Yes	No	NA
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Programme and Module materials: have you received or been given access to:

- a. Programme Handbook(s)
- b. Academic Regulations
- c. Module Descriptors
- d. Assessment briefs/marketing criteria

X		
X		
X		
X		

Draft Examination Papers

- a. Did you receive all the draft papers (answer 'NA' if you did not because it was at your request)
- b. Was the nature and level of the questions appropriate?
- c. Were suitable arrangements made to consider your comments?

		X
		X
		X

Marking Coursework/ Examination Scripts

- a. Did you receive as a minimum a square root sample of completed scripts or coursework? (as specified in regulation A9.4)
- b. Was the general standard and consistency of marking appropriate?
- c. Were the scripts and coursework marked in such a way as to enable you to see the reasons for the award of given marks?

X		
X		
X		

Dissertations/Project reports

- a. Was the method and standard of assessment appropriate?

X		
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Board of Examiners meeting

- a. Were you able to attend the meeting?
- b. If you were unable to attend the meeting were you offered the opportunity to provide views on student performance, progression and awards?
- c. Was the meeting conducted to your satisfaction?
- d. Were you satisfied with the recommendations of the Board of Examiners?
- e. Were issues raised in previous report(s) addressed to your satisfaction?

X		
		X
X		
X		
X		

Any other comments?

Please use this space to address any other comments you wish to make, including but not limited to

- a) any issues as specifically required by any relevant professional body
- b) an overview of your term of office (when concluded).

Thank you for completing this report and for undertaking External Examiner duties at Edinburgh Napier University.

Please email the completed report to externalexaminers@napier.ac.uk

EDINBURGH NAPIER UNIVERSITY

EXTERNAL EXAMINER ANNUAL REPORT 2013/14

All External Examiners are requested to fill in a report upon completion of their duties associated with **first diet assessments** each session. Please note that all sections of the report must be completed for payment to be authorised.

Your report will be given primary consideration at subject level and will inform annual monitoring. The University Quality Assurance, Monitoring and Review Committee will also receive a summary report of general themes from the reports submitted in each academic year.

You are reminded that you must not name individual students or staff members in your report, and you should be aware that an anonymised version of this report will be published on the University's Academic Quality website.

The deadlines for submission of reports for session 2013/14 are

- 07 July 2014 for duties relating to undergraduate provision
- 27 October 2014 for duties relating to taught masters provision

If you have any questions or problems completing this form please contact externalexaminers@napier.ac.uk

Duties

Is this report for:		mark as appropriate	
Programmes and Modules			
Modules only			
MSc level	MSc in International Clinical Trials and Technology		

Please insert module titles and numbers to which this report refers
(This information was sent to you on your appointment, if you require this information to be re-sent, please request this at externalexaminers@napier.ac.uk):

Please insert the programme title(s) to which this report refers (if appropriate):

MSc in International Clinical Trials and Technology

Section B:

In accordance with Edinburgh Napier University regulations A9.4a-d, please confirm the following:

	Yes	No
<p>Academic Issues Is the academic standard of each module or programme of study being considered set and maintained at the appropriate level?</p>	yes	
<p>Student Performance Are the standards of student performance properly judged against the level set?</p>	yes	
<p>Assessment Is the assessment process appropriate, rigorous, and equitable and conducted in accordance with University guidance?</p>	yes	
<p>Comparable Standards Is the standard and level of student achievement comparable with those in other higher education institutions?</p>	yes	

Section C:

1) Comparability

Please comment on the comparability of standards of student work between modules within a course (if appropriate) and those in other higher education institutions you may be familiar with.

The modules I have moderated for this University regarding Clinical Trials Modules have been of an expected standard.

Regarding, comparability with other institutions, there was a higher variability in the student cohort compared with other courses I have been involved in. This may be because some students may be less familiar with expressing themselves in English given the international background of the students.

2) Commentary on Academic issues

Is the academic standard of each module or programme of study being considered set and maintained at the appropriate level, meeting the threshold academic standards, and where applicable, the [subject benchmark statements](#) and [SCQF level](#) descriptors

The course appears to be at appropriate level to meet SCQF regarding the course work set compared with other courses I am familiar with. Not all module have met specific subject benchmark statements which have been used for the course.

As for the other course I am the external examiner, the quality of the work delivered by the students showed more variation than other courses I have been involved in and some students did not perform as well as I would have expected which may be due to not being familiar with how to approach MSc level work or in some cases it may be because English is not the student's first language.

3) Student Performance

Please comment on the strengths and weaknesses of the student performance with respect to module and/or programme content

Strength:

The quality of the students' work was variable but where it is good this may be due in part that the students were able to relate the course work to parts of their work experience and because they have access to experienced professionals in the subject area.

Weakness:

As I have already mentioned above, since some students are not from the UK, it appears they may not perform quite as well as students whose first language is English. Some student's writing style could be better and ability to understand what is expected at MSc level. Also, some of the students may not have participated in an academic course for some time and appear unfamiliar with how to tackle answering course work questions regarding structure and in some cases referencing.

4) Learning and Teaching

Please comment on the effectiveness of the Learning and Teaching methods employed on the modules and/or programmes

Not applicable since I have not observed or been involved in the teaching methods employed

5) Assessment

Please comment on the fairness and the rigour of the assessment and feedback process employed on the modules and/or programmes

I see the marks and comments to support those marks produced by both internal markers for the selection of students I am asked to review. I am able to see the marking criteria applied on coursework. It was evident that the markers had a shared understanding of the assessment criteria. The consistency with the marking criteria is applied with fairness with appropriate feedback to students.

I have not so far been aware, from the course work I have seen, of any significant differences between markers for the need to employ a resolution process of how this is managed.

6) Good practice

Please comment on any areas of good practice that you wish to highlight

- I have found communication with the academic staff at the University has normally been very helpful and prompt in communicating with me.
- Clearly having experienced staff at the University is essential to the smooth running of the course.
- The marking process of annotating scripts and additional feedback being given by both the first and second marker (where a second marker was involved) was very good in the sample of work I have reviewed.
- I understand that additional support is now being provided to assist students who are less familiar with the expectations of what is required to perform at MSc Level.

7) Recommendations

Please specify any recommendations that you wish to make.

1. TC facilities to be available for exam boards for members not able to attend in person.
2. For the titles of assignments to be on all papers to assist with knowing what topic is being addressed by the answer. This would assist in moderation of the work for the external examiner.
3. To be provided with the agenda and minutes of exam board meetings for the modules I have acted as an external examiner.

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Section D:

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Yes	No	NA
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Programme and Module materials: have you received or been given access to:

- a. Programme Handbook(s)
- b. Academic Regulations – **relevant to my role re external examiners**
- c. Module Descriptors
- d. Assessment briefs/marketing criteria

yes		
yes		
yes		
yes		

Draft Examination Papers

- a. Did you receive all the draft papers (answer 'NA' if you did not because it was at your request) – **however, I was informed that another external examiner has reviewed these previously...**
- b. Was the nature and level of the questions appropriate?
- c. Were suitable arrangements made to consider your comments?

	No	
yes		
yes		

Marking Coursework/ Examination Scripts

- a. Did you receive as a minimum a square root sample of completed scripts or coursework? (as specified in regulation A9.4)
- b. Was the general standard and consistency of marking appropriate?

yes		
yes		

- c. Were the scripts and coursework marked in such a way as to enable you to see the reasons for the award of given marks?

yes		
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Dissertations/Project reports

- a. Was the method and standard of assessment appropriate?

		NA
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Board of Examiners meeting

- a. Were you able to attend the meeting?
- b. If you were unable to attend the meeting were you offered the opportunity to provide views on student performance, progression and awards?
- c. Was the meeting conducted to your satisfaction?
I was not at the meeting so I can not comment
- d. Were you satisfied with the recommendations of the Board of Examiners? **I have not had seen the minutes so I am not able to comment.**
- e. Were issues raised in previous report(s) addressed to your satisfaction? **I have not provided previous reports for this course to be able to comment on this.**

	No	
yes		
		NA
		NA
		NA

Any other comments?

Please use this space to address any other comments you wish to make, including but not limited to

- a) any issues as specifically required by any relevant professional body
- b) An overview of your term of office (when concluded).

No additional comments

Thank you for completing this report and for undertaking External Examiner duties at Edinburgh Napier University.

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EDINBURGH NAPIER UNIVERSITY

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Duties

Is this report for:	mark as appropriate
Programmes and Modules	√
Modules only	

Please insert module titles and numbers to which this report refers

(This information was sent to you on your appointment, if you require this information to be re-sent, please request this at externalexaminers@napier.ac.uk):

MID 11106 Contemporary issues in neonatal practice

MID 11107 Theory and practice of neonatal care (part I)

MID 11108 Theory and practice of neonatal care (part II)

Please insert the programme title(s) to which this report refers (if appropriate):

72737MM MSc Neonatal Practice

Section B:

In accordance with Edinburgh Napier University regulations A9.4a-d, please confirm the following:

	Yes	No
<p>Academic Issues Is the academic standard of each module or programme of study being considered set and maintained at the appropriate level?</p>	X	
<p>Student Performance Are the standards of student performance properly judged against the level set?</p>	X	
<p>Assessment Is the assessment process appropriate, rigorous, equitable and conducted in accordance with University guidance?</p>	X	
<p>Comparable Standards Is the standard and level of student achievement comparable with those in other higher education institutions?</p>	X	

Section C:

1) Comparability

Please comment on the comparability of standards of student work between modules within a course (if appropriate) and those in other higher education institutions you may be familiar with.

The standards used to mark the work appear to be comparable with my own and other higher education institutions I am familiar with

2) Commentary on Academic issues

Is the academic standard of each module or programme of study being considered set and maintained at the appropriate level, meeting the threshold academic standards, and where applicable, the [subject benchmark statements](#) and [SCQF level](#) descriptors

The academic standards appear to be set at the appropriate level for the award. The professional content is based on an appropriate range of neonatal skills, knowledge and attitudes that are required to function effectively in an advanced neonatal nursing capacity.

3) Student Performance

Please comment on the strengths and weaknesses of the student performance with respect to module and/or programme content

As there are small numbers of students on the programme, it is difficult to draw conclusions about the strengths and weaknesses with respect to module and programme content. The standard of student performance appears to reflect the abilities of the individual students.

4) Learning and Teaching

Please comment on the effectiveness of the Learning and Teaching methods employed on the modules and/or programmes

The learning outcomes are highly relevant to neonatal practice, and there is a good mix of theoretical teaching and supervised clinical practice, which is appropriate for the module and programme content

5) Assessment

Please comment on the fairness and the rigour of the assessment and feedback process employed on the modules and/or programmes

An appropriate blend of assessment strategies is apparent, and these are clearly outlined in the module information books. For the samples of marking received, the University marking and grading descriptors appear to be consistently applied. Feedback to students is detailed and constructive, and should enable students to see where future work can be improved.

6) Good practice

Please comment on any areas of good practice that you wish to highlight

The content of the modules and the assessment strategies appear relevant and fit for purpose to prepare professionals for advanced neonatal nursing practice

7) Recommendations

Please specify any recommendations that you wish to make.

Section D:

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Yes	No	NA
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- c. Module Descriptors
- d. Assessment briefs/marketing criteria

X		
X		
X		
X		

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- b. Was the nature and level of the questions appropriate?
- c. Were suitable arrangements made to consider your comments?

	X	
X		
	X	

Marking Coursework/ Examination Scripts

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- b. Was the general standard and consistency of marking appropriate?
- c. Were the scripts and coursework marked in such a way as to enable you to see the reasons for the award of given marks?

X		
X		
X		

Dissertations/Project reports

- a. Was the method and standard of assessment appropriate?

X		
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Board of Examiners meeting

- a. Were you able to attend the meeting?
- b. If you were unable to attend the meeting were you offered the opportunity to provide views on student performance, progression and awards?

	X	
X		

- c. Was the meeting conducted to your satisfaction?
- d. Were you satisfied with the recommendations of the Board of Examiners?
- e. Were issues raised in previous report(s) addressed to your satisfaction?

		X
		X
		X

Any other comments?

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