

**The University of Leeds**  
**EXTERNAL EXAMINER'S REPORT**  
**ACADEMIC YEAR: 2011– 2012**

**Part A: General Information****Subject area and awards being examined**

Faculty / School of:

Leeds Institute of Health Sciences

Subject(s):

Programme(s) / Module(s):

1. Foundations of International Health NUFF5315M
2. Principles of Hospitals Management NUFF5335M
3. Hospital Experience Attachment NUFF5950M
4. Human Resources Planning and Management for Health NUFF5435M
5. Management of Finance for Health NUFF5460M
6. Health Systems Research Methods NUFF5710M
7. Quality Improvement in Health care NUFF5000M
8. Dissertation Literature Review NUFF5630M
9. Dissertation NUFF5630M

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

MA/ Postgraduate Certificate

**Completed report**

The completed report should be attached to an e-mail and sent as soon as possible, and no later than six weeks after the relevant meeting of the Board of Examiners, to [exexadmin@leeds.ac.uk](mailto:exexadmin@leeds.ac.uk).

Alternatively you can post your report to:

**Head of Academic Quality and Standards**  
Academic Quality and Standards Team  
Room 12:81, EC Stoner Building  
The University of Leeds, Leeds LS2 9JT

**Part B: Comments for the Institution on the Examination Process and Standards****Matters for Urgent Attention**

*If there are any areas which you think require urgent attention before the programme is offered again please note them in this box*

. NONE

**Only applicable in first year of appointment**

*Were you provided with copies of previous relevant External Examiners' reports and the response of the School to these?*

NO

**For Examiners completing their term of appointment**

*Please comment on your experience of the programme(s) over the period of your appointment, remarking in particular on changes from year to year and the progressive development and enhancement of the learning and teaching provision, on standards achieved, on marking and assessment and the procedures of the School*

The assignments set for the students are varied and reflected the indicative contents and the learning outcomes in the course booklet. The students have manifested improvements in the marks achieved in the assignments.

## Standards

### 1. Please indicate the extent to which the programme Aims and Intended Learning Outcomes (ILOs) were commensurate with the level of the award

- *The appropriateness of the Intended Learning Outcomes for the programme(s)/modules and of the structure and content of the programme(s);*
- *The extent to which standards are appropriate for the award or award element under consideration.*

The level of assessment is very appropriate and compares very favourably with higher education institutions offering similar courses. There is a fit between learning outcomes at both unit and course level and assessment strategies.

### 2. Did the Aims and ILOs meet the expectations of the national subject benchmark (where relevant)?

- *The comparability of the programme(s) with similar programme(s) at other institutions and against national benchmarks and the Framework for Higher Education Qualifications.*

The standards met by students on this course are comparable with other Higher Education Institutions delivering similar courses.

### 3. Please comment on the assessment methods and the appropriateness of these to the ILOs

- *The design and structure of the assessment methods, and the arrangements for the marking of modules and the classification of awards;*
- *The quality of teaching, learning and assessment methods that may be indicated by student performance.*

A variety of assessment methods are employed ranging from case study to lectures and debates to facilitate learning. And their potential to promote the application of theory to practice in the particular context of hospital management

### 4. Were students given adequate opportunity to demonstrate their achievement of the Aims and ILOs?

- *The academic standards demonstrated by the students and, where possible, their performance in relation to students on comparable courses;*
- *The strengths and weaknesses of the students as a cohort.*

The students were given detailed guidelines and appropriate support to help them to complete their assignments. Students who did not achieve pass mark in their assignment were given additional tutorials to resubmit assignments. The spread of marks indicate that much improvement by students compare with the previous year

### 5. For Examiners responsible for programmes that include clinical practice components, please comment on the learning and assessment of practice components of the curriculum

N/A

### 6. Please comment on the nature and effectiveness of enhancements to the programme(s) and modules since the previous year

*It would be particularly helpful if you could also identify areas of good practice which are worthy of wider dissemination.*

Students achieved a higher than average mark in the all the assessments I evaluated and only one student failed to achieve pass mark in one of the modules, an indication of good teaching and learning.

### 7. Please comment on the influence of research on the curriculum and learning and teaching

*This may include examples of curriculum design informed by current research in the subject; practice informed by research; students undertaking research.*

All the lecturers on the teaching on the course are research active and apply research to inform their teaching and assessment and this is reflected in their choice of case study materials. The curriculum reflects current changes in the knowledge, understanding and skills to deliver hospital and health services management course. The programme focuses on health care in developing countries so that the course does not take on an NHS management brief which may not be valid in the context of the students as future managers.

## For Examiners involved in mentoring arrangements

### 8. If you have acted as a mentor to a new External Examiner or have received mentor support please comment here on the arrangements

N/A

## The Examination/Assessment Process

**9. The University and its Schools provide guidance for External Examiners as to their roles, powers and responsibilities. Please indicate whether this material was sufficient for you to act effectively as an External Examiner.**

- *Whether External Examiners have sufficient access to the material needed to make the required judgements and whether they are encouraged to request additional information.*

The guide book provided for external examiners was excellent and provided all the information required to help in performing the role as External Examiner.

**10. Did you receive appropriate documentation relating to the programmes and/or parts of programmes for which you have responsibility, e.g. programme specifications or module handbooks, marking criteria?**

- *The coherence of the policies and procedures relating to External Examiners and whether they match the explicit roles they are asked to perform.*

I am in regular communication with the Programme Director. <> updates me either through electronic mail or telephone conversation on developments and any changes relating to the programme

**11. Were you provided with all draft examination papers/assessments? Was the nature and level of the questions appropriate? If not, were suitable arrangements made to consider your comments?**

NO

**12. Was sufficient assessed / examined work made available to enable you to have confidence in your evaluation of the standard of student work? Were the scripts clearly marked/annotated?**

Yes, sufficient assessed work including assessment guidelines and assessors written comments were sent to me electronically for the evaluation as to whether the standards required were appropriate.

**13. Was the choice of subjects for dissertations appropriate? Was the method and standard of assessment appropriate?**

The students were given the opportunity to select dissertation topics which reflected research problems in their home countries. Dissertation guidelines were very comprehensive and facilitated by the literature review assignment .

**14. Were the administrative arrangements satisfactory for the whole process, including the operation of the Board of Examiners? Were you able to attend the meeting? Were you satisfied with the recommendations of the Board?**

The procedure at the Examination Board was satisfactory. The feedback I gave to the course team was found to be informative and helpful

**15. Were appropriate procedures in place to give due consideration to mitigating circumstances and medical evidence?**

None was submitted at the Examination Board for consideration

## Other comments

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

I was very impressed with the way the course is managed. My only observation is recruitment. Numbers are falling. However, the Programme Director informs me that this is being addressed. The whole course is under review and being reconfigured to make it more attractive to the overseas clientele.

**Leeds Institute of Medical Education  
School of Medicine  
Faculty of Medicine and Health**

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Worsley Building  
Clarendon Way  
Leeds LS2 9NL  
<>



**UNIVERSITY OF LEEDS**

<>

4 December 2013

Dear <>

## **External Examiner's report for Hospital Management 2012-13**

As the School of Medicine's Director of Postgraduate Studies, I receive all the External Examiners' reports for the eighteen programmes offered in 2012-13. First, let me thank you for assembling the 2012-13 report for the programmes in Hospital Management.

### **Good practice**

I note that your report states that there are no matters requiring urgent attention.

### **Standards**

You state in the standards section that the learning outcomes and programme content are appropriate for postgraduate study in Hospital Management. You note that the students have performed well and better than last year, indicating good teaching.

### **Programme Leader's response**

I have enclosed with this letter a response assembled by <>, Programme Leader.

Thank you so much for your report as External Examiner for the Hospital Management programmes.

Yours sincerely

<>

Enc: <> November 2013

**Director of Postgraduate Studies**  
Dr Karen E Lee BSc, PhD

