

The University of Leeds
EXTERNAL EXAMINER'S REPORT
ACADEMIC YEAR: 2012– 2013

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

Faculty / School of:	Leeds Institute of Health Sciences
Subject(s):	<i>Health Informatics</i>
Programme(s) / Module(s):	MSc programme in Health Informatics.
Awards (e.g. BA/BSc/MSc etc):	MSc

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.

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?

N/A

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

N/A

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 programme successfully delivers the intended learning outcomes and is well structured with a good balance of subjects at introductory and advanced levels. It valuably adds to the body of qualified health informaticians in the UK and elsewhere. The standards are commensurate with the qualifications awarded at certificate, diploma and masters level.

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 curriculum covers all core areas specified as appropriate by international bodies such as the American Medical Informatics Association. The level of difficulty and expected student effort is commensurate with that of similar programmes at other institutions.

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.*

The required written assignments provide an appropriate means of assessment. Students benefit from being given feedback on their drafts.

I have had an opportunity to observe classes in action as well as to read examples of written work and am confident that the course leaders and tutors are providing an excellent teaching environment which engages the students.

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 academic standards are rigorous and consistently applied. The programme mainly targets health professionals and others working in health related jobs and aims to equip them with relevant subject and methodological knowledge that they can apply in their work. The course admirably achieves this objective.

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.

Additional attention has been paid to the integration of training in research methods within the curriculum, in response to previous comments.

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.

Students engage with published research reports in most of their modules. Skills in critical appraisal and evaluation are integrated into the curriculum. The final year research projects give students an opportunity to implement this learning and acquire new skills in project management.

Recent research appointments in the Institute of Health Sciences have added to teaching capacity in evaluation methods.

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.*

Yes

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.*

Yes, I have been given full access to programme materials.

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?

I received a selection of documents representing a range of student levels, including the scores and annotations provided by the markers.

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

Yes.

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?

Yes, the paperwork was sent well in advance and members of the teaching and administrative teams were happy to provide further information when needed. I attended the meeting in person and was satisfied with the recommendations of the board.

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

Yes, the teaching staff appear to know the students as individuals and sensitively take account of mitigating personal circumstances.

Other comments

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

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

University of Leeds
Worsley Building
Clarendon Way
Leeds LS2 9NL
<>



UNIVERSITY OF LEEDS

<>

12 December 2013

Dear <>

External Examiner's report for Health Informatics 2011-12

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 2011-12 report for the programmes in Health Informatics. This programme is recruiting more and more students and I consider it an exemplar of good practice within the School.

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

Good practice

You commended the Health Informatics team in providing relevant subject and methodological knowledge that they can apply in their work. Most students are working as health professionals and the programme sets out to improve their skills.

I was pleased to learn that skills in critical appraisal and evaluation are integrated into the curriculum. This has been achieved following comments you made in your previous report as External Examiner.

Standards

You state in the standards section that the learning outcomes and programme content are appropriate for postgraduate study in Health Informatics.

Administration

I noted that you commented that the assessments were well organised and you received all the papers you requested.

Programme Leader's response

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

continues...

Director of Postgraduate Studies

<>



Thank you so much for your report as External Examiner for the Health Informatics programmes. I do hope the Health Informatics team can maintain such a high quality MSc programme.

Yours sincerely

<>

Enc: <> 9 December 2013