

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:	Medicine
Subject(s):	<i>Paediatrics</i>
Programme(s) / Module(s):	Paediatrics Msc
Awards (e.g. BA/BSc/MSc etc):	MSc/Diploma

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?

Yes

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 standards for the programme and award are high throughout with careful consideration of each of the elements comprising the programme.

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 programme is similar to that run at the Institute of Child Health in London in terms of the individual course modules; overall my impression is that most of the research projects are better supervised than in London

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 modules are rigorously assessed, and the marks scrutinised and validated; part of the assessment includes peer commentary in small group sessions which is particularly valuable

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.*

Academic achievement overall is good in relation to comparable courses; students are encouraged to submit their work for peer-reviewed publication. The students are variable in terms of their commitment, reflecting different backgrounds and social contexts (family responsibilities in particular). A strength of the course is the modular construction which allows students to exit with a diploma if they feel they cannot commit the additional time and effort required for the full MSc.

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.

See above

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.

The curriculum design is, I think, appropriate; the research design and execution part of the curriculum is restricted to the end of the second year and third year of the MSc, and appropriately so. The careful vetting of projects at the design stage, and the assurance of adequate supervision during the research period help to ensure good outcomes.

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

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?

Yes

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; I was able to review scripts from high-performing, average and failing students.

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 to all

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

Yes

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
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9 January 2014

Dear <>

External Examiner's report for Child Health 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 Child Health. This is your first report.

Good practice

I note that your report states that there are no matters requiring urgent attention. You comment that the programme includes peer commentary in small group sessions which is excellent practice with students undergoing professional development. You note that the assessments are marked with rigour and value the modular structure of the programmes.

Standards

You state in the standards section that the learning outcomes and programme content are appropriate for postgraduate study in Child Health. Your impression is that the research projects are better supervised than those at another institution.

Thank you so much for your report as External Examiner for the Child Health programmes.

Yours sincerely

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Enc: <> 9 January 2014

Director of Postgraduate Studies
Dr Karen E Lee BSc, PhD



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:	Medicine
Subject(s):	<i>Child health</i>
Programme(s) / Module(s):	MSc
Awards (e.g. BA/BSc/MSc etc):	MSc

Completed report

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Room 12:81, EC Stoner Building
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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?

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

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.*

Appropriate for level of award.

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.*

I believe so. This is an unusual course nationally, being embedded into the formal training programme for paediatric specialists. It is well respected nationally.

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.*

Thorough and robust

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.*

Generally good academic standard. There are always high fliers and ones that fail to achieve standards, but this is as I would expect. Generally a good cohort of students.

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

Not relevant to me

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.

Steady incremental changes. I am very satisfied with improvements in the programme. The involvement of greater statistical input is noticeable although I still feel this could be refined. Students seem to need greater help in making best use of statistical advice, perhaps the problem may be that statistics in a medical context is a very specialised area and doctors and statisticians both need some understanding of the other's subject. I believe the head of the course has some ideas about enhancing this.

The research dissertation module will now only be taken by students selected on the basis of their protocol – I feel this is overall a positive development as, although fewer students will take this module, the quality of those taking it will be better.

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.

Research is central to the programme, particularly those taking the research dissertation. Evidence based medicine features heavily throughout the course. This is a particular strength of the course.

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

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.

This is fine

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

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?

I did not see draft papers but have been given opportunities to comment on the nature and standard of questions

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

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

Yes. There are a wide range of subjects chosen but part of the process is a proposal viva which enables the examiners to add advice and comments to dissertation proposals. This is a useful exercise for students and examiners and improves the quality of the final dissertation

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?

Excellent all round. The course organisers are extremely efficient and the exam days generally go without hitch.

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

Yes, these were considered during the examiners meetings

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
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Worsley Building
Clarendon Way
Leeds LS2 9NL

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3 December 2013

Dear <>

External Examiner's report for Child Health 2012-13

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

Good practice

I note that your report states that there are no matters requiring urgent attention. You comment that the programme is well regarded nationally and that research is at the centre of the programme. You note that the proposal viva is a useful tool in improving the quality of the dissertations.

Concern

You note the improvement in statistical input into the programme and this issue is addressed by <>, in <>his response as Programme Leader, enclosed.

Standards

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

Administration

You comment that the administrative support was excellent. It is good to know that your visits to Leeds are arranged efficiently.

Thank you so much for your report as External Examiner for the Child Health programmes.

Yours sincerely

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Enc: <> 25 November 2013

Director of Postgraduate Studies
Dr Karen E Lee BSc, PhD

