

The University of Leeds
EXTERNAL EXAMINER'S REPORT
ACADEMIC YEAR: 2013– 2014

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

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

Name and home Institution / affiliation of Examiner**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 Quality Assurance**
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

N/a

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 Aims and the ILOs for the programme and its structure, standards and content are appropriate to the level of the award of MSc.

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 aims and ILOs of this programme are comparable to similar Masters level programmes in International/Global Health in Europe

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.*

In general the assessment methods were of a high standard, suitably diverse and carefully designed. I was also impressed by the marking standards, practice and feedback given which were thorough and consistent. The marking was also thorough, rigorous, consistent and helpful. The course management may continue to review whether the burden of the frequency of assessment is too heavy. Nevertheless, the course would seem to me to be at the higher end by international standards

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 every opportunity to demonstrate the achievement of the aims and ILOS and their learning. This cohort of students were of a generally good standard with no exceptionally good candidates. One candidate performed less well and failed the thesis. Nevertheless the candidate was given every opportunity to show their abilities by the programme structure and support of the staff.

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.

Many of my substantive comments about the future direction of the programme are being inputted into the repositioning of the MIH. However, some of the more substantive changes have not yet taken place because of the length of time needed for change..

I would continue to commend in particular the support offered to students, the effective way in which practical international health issues are addressed throughout the programme showcasing the in-depth expertise of staff based on their own experience in the field. I would also commend the thorough approach taken to marking.

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.

There is evidence that staff research certainly influences the learning and teaching – particularly around such things as public health approaches and policy. This is something that can always be enhanced and I would fully support further reflection and action on this, depending on the evolving research grant portfolio of the teaching staff.

8. Where the programme forms part of an Integrated PhD, please comment on the appropriateness of the programme as training for a PhD

This is not currently the case but I believe the MIH would be a good foundation for a year 1 of a four year PhD

For Examiners involved in mentoring arrangements

9. 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

10. 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, fine.

11. 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 always amply provided with appropriate material

12. 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?

While not being provided with all the draft assessments, I am familiar with the course and the focus of the assessment questions across the modules. I have very happy with the general standard of questions posed. I particularly liked the assessments in the Challenges and Opportunities in International Health module. Feedback has been given to staff and management where I thought assessment questions might be usefully revised.

13. 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 provided with an effective sample of student work across each of the modules and for the dissertations. The scripts were very clearly marked with excellent feedback for students. I particularly commend this aspect of the programme which facilitates student learning.

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

I was generally happy with the focus of the dissertations. Their methods and standards were appropriate and dissertations were well marked. I had a slight check in that quite a few students used the Knowledge Attitude and Practice framework with varying results. It is worth reflecting whether the popularity of this approach is warranted given the choice of methods and time constraints.

15. 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 administrative arrangements were excellent. I phoned in to the Board of Examiners and I was very satisfied with the recommendations.

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

Yes absolutely. Where issues arose they were handled comprehensively, sensitively and fairly.

Other comments

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

The course is developing well and the teaching, administration and student support is of a very high standard internationally.

**School of Medicine
Faculty of Medicine and Health**

University of Leeds
Worsley Building
Clarendon Way
Leeds LS2 9NL

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UNIVERSITY OF LEEDS

<>

11 February 2015

Dear <>

External Examiner's report for International Health 2013-14

As the School of Medicine's Director of Postgraduate Studies, I receive all the External Examiners' reports for the eighteen programmes offered in 2013-14. First, let me thank you for assembling the 2013-14 report for the programme in International Health.

Curriculum amendments

I can confirm that the proposals to amend the programme and modules have been considered by the University's quality assurance process and that these amendments will be in place for 2015-16.

Good practice

I note that your report states that there are no matters requiring urgent attention. The assessment methods were of a high standard with rigorous marking. You noted that the students receive appropriate support, with detailed feedback, and the staff have expertise and experience in the field.

Standards

You state in the standards section that the learning outcomes and programme content are appropriate for Master's study in International Health.

continues...

Director of Postgraduate Studies

<>



Programme Leader's response

I have enclosed with this letter a detailed response assembled by <>, Programme Leader. <> explains the action to be taken in response to your comments.

Thank you so much for your report as External Examiner for the International Health programme.

Yours sincerely

<>

<>

Enc: <> 22 January 2015

22nd January 2015

Subject: MSc in International Health: Response to External Examiner report

Dear <>,

Thank you for the external examiner's report (2013-14). Please find in this letter my responses to the report.

I would like to begin by thanking <> for <> time and <> helpful comments in the report.

The report was very positive. Particular commendation was made around the Aims and ILOs, the quality of assessment methods and feedback, the support structures for students, and the administrative processes.

<> noted that <> substantive comments about the future direction of the programme (which were recommended three years ago) are to be implemented in the amended programme which will be delivered from 2015-16. All the necessary approvals for the changes have been received. <> also noted that the MSc would make a good foundation year for a PhD. The amendments to the programme take note of this and we have significantly strengthened the research methods training in order to prepare students for further postgraduate research, should they choose to undertake it.

<> had two recommendations, which were made in last year's report too.

1. The assessment load has been noted as being rather heavy.

The MSc was reviewed in 2012. One of the actions to emerge from this review was to look at the assessment frequency and load. Some changes have been made:

The KIIH module had two written assessments. However, they have been re-packaged as a single one.

The project modules are changing from 2015-16 and one semester one assignment will be removed.

The timing of the core modules is changing from 2015-16 and, therefore, two of the assessments currently in semester one will move to semester two.

Finally, the teaching for two research methods modules will be delivered in semester one. However, the assignments will not be due until semester two.

These changes reduce the number of assessments in the first term in particular, and spread out the load significantly during the year. Therefore, I intend to review this issue again next year, when the programme amendments have been implemented.

2. I found it useful that we are asked to further reflect on the influence of staff research on teaching.

Quality Assurance Team
Received 09/07/2015

My understanding is that teachers do draw on their own research where applicable. However, I agree that this is always worth reflecting on further, and I will remind teachers of this importance of this.

<> also had a comment on the student projects. <> noted that several seemed to use the KAP methodology and questioned the appropriateness of this method for the scale of the project. I was surprised to read this in the report (please note that I was on maternity leave for several months), as I would discourage students from undertaking any unfeasible project designs. I intend to remind supervisors at a teachers' meeting to carefully consider the feasibility of project design. I am grateful to <> for bringing this to my attention.

Please let me know if you have any further queries.

Yours Sincerely,

<>