

## The University of Leeds

## EXTERNAL EXAMINER'S REPORT

ACADEMIC YEAR: 2014– 2015

**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](mailto: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*

I have been impressed and delighted by the changes made to the design and practice of the MIH over my time as external examiner. The course is of a very high standard and the faculty provide excellent teaching and support. The course is also well run administratively and I have been fully supported in my role.

**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.*

The course continues to achieve good standards with excellent and consistent marking and very high quality feedback. The course has imaginative and varied assignments. It is possibly slightly overassessed but the variation of methods helps disguise this.

**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. The students performed well and to international standards though there were no stand out students this year. One student failed the thesis at first sitting but then passed with a much improved effort.

**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 have been inputted into the repositioning of the MIH.

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.

**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.*

This is a good feature of the Masters course but can always be improved.

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

The MIH will form year 1 of an Integrated PhD and I am looking forward to hearing how this progresses. I think it will be a very effective foundation.

**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, very good.

**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 was always provided with full documentation

**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 was very happy with the general standard of questions posed. 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. As in previous years, I particularly commend this aspect of the programme.

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

Yes the choice of subjects was appropriate. The method and standards of assessment were excellent.

**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 consistently excellent. I attended 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?**

This appeared to be handled well with fairness and sensitivity.

**Other comments**

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

I have very much enjoyed my time as external examiner. I have been very ably supported by the Course Director and administrators. I look forward to hearing great things about the course with its reformulation. Thank you.

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

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**UNIVERSITY OF LEEDS**

22 February 2016

Dear

## **External Examiner's report for International Health 2014-15**

As the School of Medicine's Director of Postgraduate Studies, I receive all the External Examiners' reports for the twenty two programmes offered in 2014-15. First, let me thank you for assembling the 2014-15 report for the programme in International Health. This is your final report

### **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.

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

I have enclosed with this letter a detailed response assembled by  
Programme Leader.            addresses your points on the assessment load.

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

Yours sincerely

Enc:                    16 February 2016

**Director of Postgraduate Studies**



**Nuffield Centre for International Health and Development**  
Leeds Institute of Health Sciences

16<sup>th</sup> February 2016

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

Dear \_\_\_\_\_,

Thank you for the external examiner's report (2014-15). 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. This is \_\_\_\_\_ last year in this position and I am very grateful for all the advice and support that \_\_\_\_\_ has given over the years.

The report was very positive. \_\_\_\_\_ particularly highlighted that \_\_\_\_\_ is impressed and delighted by the changes that have been implemented. Furthermore, \_\_\_\_\_ noted the high quality of the teaching and the administration.

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 four years ago) have been implemented in the amended programme.

\_\_\_\_\_ had two recommendations, which were made in the previous two years' reports 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 and they have been implemented from 2015-16 (so I hope to see a change in this now):

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

The project modules have changed from 2015-16 and one semester one assignment has been 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.

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 this year, when the programme amendments have been fully implemented.

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

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.

I am extremely appreciative of                      ongoing support and guidance.

Please let me know if you have any further queries.

Yours Sincerely,