

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:	Faculty Medicine and Health, School of Medicine
Subject(s):	<i>Child Health</i>
Programme(s) / Module(s):	Postgraduate taught 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

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

I have been an external examiner since 2010 and over this time have seen the course develop well. The modules have expanded and I believe the standard of teaching and of learning has also improved and developed. The monitoring of student's progress is excellent and I have seen many examples of positive and supportive pro-active interventions given to students who were having difficulties. The marking and assessment arrangements are of a high standard. The main development over the five years has been the incorporation of trainees in South Yorkshire into the course and the collaboration with the University of Sheffield, This has been an extremely positive move, expanding both numbers, subject matters and the range of teachers and course leaders.

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 intended learning outcomes are entirely appropriate to senior paediatric trainees. The standards are appropriate to the level of a Masters 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.*

In my experience the Aims and ILOs are of a standard equivalent to the best equivalent Masters in Child Health courses elsewhere

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 assessment methods are thorough and reliable. Great care is taken to ensure the reliability and consistency of the assessment methods. This is reflected in the generally good performance of 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 students academic standards is equivalent to trainees elsewhere and on other courses. The great achievement of this course is that all trainees are enrolled on the course – either to Masters level or postgraduate diploma level. This obviously means that weaker students as well as stronger students have the benefit of the teaching – a strength in my view – but there is a concomitant failure rate which I think is only to be expected. Overall students benefit in comparison to their peers in other parts of the country

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

The examples of clinical practice that I have seen have been relevant and appropriate to the clinical environment that students work in.

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.

The modules have remained more or less the same as far as I know, but the incorporation of South Yorkshire trainees and clinical teachers has expanded and improved the course considerably

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 whole course is strongly influenced by research, not just the research based modules but more or less the entire curriculum. The students conducting research studies as part of their course are well supported and the examination and assessment is conducted thoroughly. There are a number of modules directly focussing on research methods, findings and dissemination.

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

N/A

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.

Good supporting material

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.

Yes – no problem

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?

Not all but I was provided with a sample and others were available if required. The questions I saw were fine.

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 saw a range of written material, portfolios etc. The standards were acceptable and easy to assess.

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

Yes. The whole range of paediatrics was represented in the subjects of dissertations

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?

Administrative arrangements were well arranged. Again I would commend the two course organisers <> and <> for their efficiency, helpfulness and flexibility.

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

Yes, a number of students were considered in this category and I was confident their particular circumstances were dealt with fairly

Other comments

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

This is my final report, I have greatly enjoyed my period as external examiner for this course, and would be pleased to recommend the post to any other colleague in my position. Thank you for the opportunity, I have also learnt a great deal from my association with the course.

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

University of Leeds
Worsley Building
Clarendon Way
Leeds LS2 9NL
T: 0113
F: 0113



UNIVERSITY OF LEEDS

24 February 2016

Dear

External Examiner's report for Child 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 programmes in Child Health. This is your final report. I apologise for the delay in my response.

Good practice

I note that your report states that there are no matters requiring urgent attention. You note the expansion of the programme to include paediatricians from South Yorkshire. Thank you for your positive comments on this expansion and cooperation.

You report that the assessment methods which are reliable and consistent. I was pleased to note that you are confident that the whole Child Health curriculum is informed by current research.

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 for crediting _____ and _____ for the excellent administration.

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

Yours sincerely

Enc: 18 December 2015

Director of Postgraduate Studies



Postgraduate Programmes in Child Health
Room 9.88
Level 9, Worsley Building
University of Leeds
Clarendon Way
Leeds LS2 9NL



UNIVERSITY OF LEEDS

18 December 2015

Dear

Re: External Examiner's Report 201415 (Dr Richard Reading)

I am very pleased to have received [redacted] External Examiner Report for the Postgraduate Programmes in Child Health. I would like to thank [redacted] for the detailed comments and feedback, which are of huge value and encouragement to the Course Management Team.

In particular I would like to thank him for [redacted] comments regarding the high standards of monitoring student progress, supporting and helping students having difficulties, high standards of marking and assessment, and the quality of the administrative support provided.

We are very grateful to [redacted] for [redacted] hard work, dedication, and diligence during [redacted] five year term as our External Examiner. [redacted] expertise has instructed and assisted a great many of our students at proposal viva and dissertation viva. [redacted] has taken a great interest in the students' professional and academic development. It has also been a real pleasure to make [redacted] acquaintance and share time together during [redacted] visits - which we will miss - and the Course Management Team would like to send [redacted] every good wish for the future.

Yours sincerely

Programme Manager, Postgraduate Programmes in Child Health