

**EXTERNAL EXAMINER'S REPORT**

ACADEMIC YEAR: 2016-17

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

Faculty / School of:	School of Medicine / Leeds Institute of Health Sciences
Subject(s):	<i>Health Economics</i>
Programme(s) / Module(s):	MSc Health Economics HECN5010M Principles of Health Economics HECN5020M Economic Evaluation for Health Technology Assessment HECN5030M Applied Health Econometrics HECN5040M Health Economics Dissertation
Awards (e.g. BA/BSc/MSc etc):	MSc

**Part B: Comments for the Institution on the Examination Process and Standards****Points of innovation and/or good practice**

*Please highlight areas of innovation or good practice within the programmes or processes you have been involved with in this box.*

This is a very well-designed programme, which provides students with a thorough training in health economics at the masters level. Particularly commendable is the fact that along with a thorough training in the theory of health economics and relevant statistical/econometric methods the students are given opportunities to put the methods into practice within several of the modules in the programme. Students therefore develop many hands-on skills that will be useful whether they continue doing research in health economics at the PhD level, or decide to start working as health economists in the public or private sectors after completing their masters.

**Enhancements made from the previous year**

*Please highlight any enhancements made to the programme(s) or processes over the past year in this box.*

No major enhancements were necessary. Some changes were made to the HECN5030M Applied Health Econometrics module which I think have been very successful.

**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*

**For Examiners in the first year of appointment**

1.	Were you provided with an External Examiner Handbook?	N/A
2.	Were you provided with copies of previous External Examiners' reports and the School's responses to these?	N/A
3.	Were you provided with a External Examiner Mentor?	N/A

**For Examiners completing their term of appointment**

4.	Have you observed improvements in the programme(s) over the period of your appointment?	N/A
5.	Has the school responded to comments and recommendations you have made?	N/A

6.	Where recommendations have not been implemented, did the school provide clear reasons for this?	N/A
7.	Have you acted as an External Examiner Mentor?	N/A

*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

8.	Is the overall programme structure coherent and appropriate for the level of study?	Y
9.	Does the programme structure allow the programme aims and intended learning outcomes to be met?	Y
10.	Are the programme aims and intended learning outcomes commensurate with the level of award?	Y
11.	Did the Aims and ILOs meet the expectations of the national subject benchmark (where relevant)?	Y
12.	Is the programme(s) comparable with similar programmes at other institutions?	Y

*Please use this box to explain your overall impression of the programme structure, design, aims and intended learning outcomes.*

My overall impression of the programme is very positive. The Aims and ILOs for the modules are appropriate and comparable to similar programmes at other universities.

13.	Is the influence of research on the curriculum and learning and teaching clear?	Y
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*Please explain how this is/could be achieved (examples might include: curriculum design informed by current research in the subject; practice informed by research; students undertaking research)*

The material taught to students is informed by current research in health economics. Students have the opportunity to undertake an independent supervised piece of research in the Health Economics Dissertation module.

14.	Does the programme form part of an Integrated PhD?	N
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*Please comment on the appropriateness of the programme as training for a PhD:*

The programme provides a solid foundation for doing a PhD in Health Economics.

15.	Does the programme include clinical practice components?	N
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*Please comment on the learning and assessment of practice components of the curriculum here:*

16.	Is the programme accredited by a Professional or Statutory Regulatory Body (PSRB)?	N
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*Please comment on the value of, and the programme's ability to meet, PSRB requirements here:*

## Assessment and Feedback

17.	Does the programme design clearly align intended learning outcomes with assessment?	Y
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*Please comment on the assessment methods and the appropriateness of these to the ILOs, in particular: 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 appropriate and suitable for judging whether the ILOs have been achieved. Based on student performance the quality of teaching, learning and assessment methods is consistently high.

18.	Is the design and structure of the assessment methods appropriate to the level of award?	Y
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19.	Were students given adequate opportunity to demonstrate their achievement of the programme aims and intended learning outcomes?	Y
<p><i>Please comment on 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:</i></p> <p>The students were given adequate opportunity to demonstrate their achievement and performed similarly to students on comparable courses at other institutions.</p> <p><i>Please use this box to provide any additional comments you would like to make in relation to assessment and feedback:</i></p>		

### The Progression and Awards Process

20.	Were you provided with guidance relating to the External Examiner's role, powers and responsibilities in the examination process?	Y
21.	Was the progression and award guidance provided sufficient for you to act effectively as an External Examiner?	Y
22.	Did you receive appropriate programme documentation for your area(s) of responsibility?	Y
23.	Did you receive appropriate module documentation for your area(s) of responsibility?	Y
24.	Did you receive full details of marking criteria applicable to your area(s) of responsibility?	Y
25.	Were you provided with all draft examination papers/assessments?	Y
26.	Was the nature and level of the assessment questions appropriate?	Y
27.	Were suitable arrangements made to consider your comments on assessment questions?	Y
28.	Was sufficient assessed work made available to enable you to have confidence in your evaluation of the standard of student work?	Y
29.	Were the examination scripts clearly marked/annotated?	Y
30.	Was the choice of subjects for final year projects and/or dissertations appropriate?	Y
31.	Was the method and standard of assessment appropriate for the final year projects and/or dissertations?	Y
32.	Were the administrative arrangements satisfactory for the whole process, including the operation of the Progression and Awards Board?	Y
33.	Were you able to attend the Progression and Awards Board meeting?	Y
34.	Were you satisfied with the recommendations of the Progression and Awards Board?	Y
35.	Were you satisfied with the way decisions from the School Special Circumstances meeting were communicated to the Progression and Awards Board?	Y
<p><i>Please use this box to provide any additional comments you would like to make on the questions above:</i></p>		

### Other comments

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

**Name of School and Head of School (or nominee)**

Title and Name of Responder:

Position\*:

Faculty / School of:

Address for communication:

Email:

Telephone:

Director of Postgraduate Studies *on behalf of* the Director of Student Education

Faculty of Medicine and Health School of Medicine

\*If the individual responding to the report is not the Head of School please state their position within the School.

**Completing the School response**

The completed School response (including the full original report) should be attached to an e-mail and sent to the Pro-Dean for Student Education in the relevant Faculty. Following approval by the Pro-Dean for Student Education, the School must send the response (including the full original report) directly to the External Examiner. A copy must also be emailed to the Quality Assurance Team at [qat@leeds.ac.uk](mailto:qat@leeds.ac.uk). External Examiners should receive a formal response no later than six weeks after receipt of the original report.

**Response to Points of innovation and/or good practice**

We thank the external examiner for his positive comments on the combined content of theory and practice that we have developed in the MSc programme

**Response to Enhancements made from the previous year**

The content of module HECN5030M has indeed been reorganised with a focus on key methods in applied econometrics.

**Response to Matters for Urgent Attention**

If any areas have been identified for urgent attention before the programme is offered again please provide a specific response to them here:

n/a

**Response to questions 1-7 (and related comments)**

Schools may provide a general response; however, where Examiners raise specific points these must be addressed individually:

n/a

**Standards****Response to questions 8 to 16 (and related comments)**

Schools may provide a general response; however, where Examiners raise specific points these must be addressed individually:

The external examiner's comments confirm what our students alumni have demonstrated: the MSc prepare them well to continue either a career as a PhD student or as a professional health economists

**Assessment and Feedback****Response to questions 17 to 19 (and related comments)**

Schools may provide a general response; however, where Examiners raise specific points these must be addressed individually:

We are grateful to the external examiner for positive feedback on assessment and quality of the teaching.

## The Progression and Awards Process

### **Response to questions 20-35 (and related comments)**

*Schools may provide a general response; however, where Examiners raise specific points these must be addressed individually:*

n/a

## Other comments

### **Response to items included in the 'Other Comments' section of the report**

n/a