

EXTERNAL EXAMINER'S REPORT

ACADEMIC YEAR: 2016-17

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

Faculty / School of:	Medicine
Subject(s):	<i>Hospital Management</i>
Programme(s) / Module(s):	Master's Programme in International Hospital Management
Awards (e.g. BA/BSc/MSc etc):	M Sc, Diploma, Certificate

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.

Strong theoretical base, combined with practical focus on skills and knowledge required for practice of hospital management in different contexts, followed through to a variety of assignment formats including presentations, projects, team reports and so on.

Very detailed feedback on assignments with advice for future work.

Enhancements made from the previous year

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

A change in the focus of the Hospital Attachment encouraged students to study the management style and practice they were observing rather than a more specialist topic. This had fruitful results in the quality of students' reflection and subsequent writing.

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

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 an 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?	Y
5.	Has the school responded to comments and recommendations you have made?	Y
6.	Where recommendations have not been implemented, did the school provide clear reasons for this?	Y
7.	Have you acted as an External Examiner Mentor?	N

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

Year on year the course directors have scanned the horizon of hospital management world-wide and adjusted elements of the course to equip students to meet changing circumstances. Within the course, an increasing openness to the needs of private sector and NGO hospital managers has led to greater breadth in approaches to teaching on relevant topics; and responsiveness to students' comments and feedback has also had an effect on the teaching programme and the structure of assignments.

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)?	N/A
12.	Is the programme(s) comparable with similar programmes at other institutions?	Y
<p>Please use this box to explain your overall impression of the programme structure, design, aims and intended learning outcomes.</p> <p>This is a course designed to provide both deeper understanding of the nature of hospitals and of management in an international health context, and the associated academic disciplines, and also practical insights and skills in the practice of management in this particular context. There is no comparable course in the UK, though there are one or two in Health Management, but the academic level is comparable with other international health courses such as MPH</p>		
13.	Is the influence of research on the curriculum and learning and teaching clear?	Y
<p>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)</p> <p>The Nuffield Centre has a significant research programme, and leaders in those projects are encouraged to share their findings. As part of the Dissertation process, students are introduced to a range of research skills, and supported in their use of them.</p>		
14.	Does the programme form part of an Integrated PhD?	N
<p>Please comment on the appropriateness of the programme as training for a PhD:</p> <p>As indicated in 13, research skills are taught in the programme. Opportunities for observation and reflection are offered in the Hospital Attachment. Past graduates of the programme have gone on to undertake PhD.</p>		
15.	Does the programme include clinical practice components?	N
<p>Please comment on the learning and assessment of practice components of the curriculum here:</p> <p>N/A</p>		
16.	Is the programme accredited by a Professional or Statutory Regulatory Body (PSRB)?	N
<p>Please comment on the value of, and the programme's ability to meet, PSRB requirements here:</p> <p>N/A</p>		

Assessment and Feedback

17.	Does the programme design clearly align intended learning outcomes with assessment?	Y
<p><i>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.</i></p> <p>Assignments are varied in their requirements, which enable assessment to cover a wide range of knowledge and skills, but all require a significant amount of reading and analysis. Students are given a clear idea of what is expected in the assignments, and the feedback given with marks amplifies this, making it clear where marks were gained and lost. Some examiners also suggest where the text could have been improved. Indicator words such as "Good" and "excellent" are carefully calibrated to the mark given.</p>		
18.	Is the design and structure of the assessment methods appropriate to the level of award?	Y
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 academic standards of this year's cohort showed great variation, from one very weak student who required great levels of support, to others gaining Merit and Distinction. This is a not untypical picture for an international course, where students come from a variety of backgrounds, often from experience only of didactic teaching and weak educational systems.</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> <p>The marking schemes and feedback comments have been improved over the years, to a point where I feel they are comprehensive and supportive - a student who follows the guidance given can hardly go wrong. The way in which assignments are set, with a requirement for the student often to draw on personal experience, minimises the risk of plagiarism; and the assessments have proved highly discriminant in utilising the full range of marks across the cohort.</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? <i>No unseen examination in this programme</i>	N/A
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> <p>I was fully involved in the progression committee and on occasion was influential in changing the final decision on awards</p>		

Other comments

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

I have been well supported by the School in this work, and am impressed by the quality of teaching and assessment in this programme. It is a great pity that the University has now seen fit to withdraw it, as there is a huge need for competent hospital management in all developing countries, and past graduates of the programme often progress to responsible and influential posts in their country's hospital system.

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 gat@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

The School thanks you for these positive comments. Arriving at a balance between theory and practical focus is a challenge and one that this course has been working towards many years.

Response to Enhancements made from the previous year

The School notes the comments on the change was part of the newly designed programme. This approach has helped the students to gain insights into management and the issues managers in NHS hospitals face on a day-to-day basis. The programme team comments that coordinators in the hospitals have also commented on the usefulness of such an approach for students to understand issues of management.

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:

There were not urgent matters that were identified to be addressed.

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:

No issues to be addressed. The external examiner has provided input and insights to the Programme Leader.

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:

As the external examiner is an international expert in hospital management, to hear that in her view the programme is achieving high standards compared to other programmes is encouraging and that the course carries its own distinctiveness.

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:

The team has developed a variety of assessments to allow for development of different skills and thinking processes along with the goal of providing constructive feedback about assessments. The external examiner notes that this contributes to the quality of the programme.

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:

Overall the external examiner was happy with the processes in place to support her. This is in part due to the support staff who communicate well with the external examiner and sending documents in a timely fashion.

Other comments

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

Overall the School greatly appreciates the positive and encouraging statements of this report including the optimistic view of the external examiner about this programme and its achievements over the years. The Programme Leader agrees with the external examiner that there continues to be a need to train hospital managers world-wide and perhaps this course would be re-opened in the near future. The School thanks , for all of insights and guidance which have contributed to the continuous improvement of this programme.