

The University of Leeds

EXTERNAL EXAMINER'S REPORT

ACADEMIC YEAR: 2011– 2012

Part A: General Information

Subject area and awards being examined

Faculty / School of:

School of Healthcare

Subject(s):

BSc (Hons) Diagnostic Radiography

Programme(s) / Module(s):

HECS1028 20 Musculoskeletal Anatomy
 HECS1074 30 Professional Practice 1
 HECS1073 30 Medical Imaging Science1
 HECS 2144 20 Anatomy, Physiology & Associated diagnostic pattern recognition 1
 HECS 2145 20 Anatomy, Physiology & Associated diagnostic pattern recognition 2
 HECS 2147 20 Medical Imaging Science 2
 HECS 2148 30 Professional Practice 2
 HECS 3069 10 Medical Imaging Science
 DISC 3008 10 Rad. Anatomy & Pattern Rec
 HECS 3078 10 Pathophysiology
 HECS 3077 30 Research Project
 HECS 3199 20 Professional Practice 3
 HECS 3203 30 Focussed Professional Practice /International Work Based Learning

Awards (e.g. BA/BSc/MSc etc):

BSc and PgDip DISC1010 Dental Radiography

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 Academic Quality and Standards
 Academic Quality and Standards Team
 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?

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.*

N/A

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.*

N/A

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 programme and modules syllabus and ILOs are appropriate with regard to current context and level. There is range of appropriate assessment formats

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.*

There assessment methods are varied testing a range of different skills and knowledge base. The methods employed are appropriate to each level and allow the breadth of the syllabus to be tested. The MCQ questions employed were challenging and discriminating. The assessments regarding Pattern Recognition continue to be coherent with the expectations of professional practice. The reports on the Year 2 physics modules allow the student to explore an area of radiation protection in depth and allow the student to link theoretical knowledge with practice.

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 I am not external examiner for these components

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.

Module leaders and markers provide students with detailed and useful feedback.

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 topics chosen by students for the dissertation were current and appropriate to clinical practice it is evident from the feedback received by markers that the programme team are informed with regard to research practice.

For Examiners involved in mentoring arrangements

8. 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

9. **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.*

I was kept updated and informed

10. **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

11. **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?**

The assessments were appropriate with regard to content and level. Comments were always considered and there was excellent communication between module leaders and myself.

12. **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?**

An appropriate sample was always received and scripts were clearly marked and annotated

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

YES

14. **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?**

YES

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

YES

Other comments

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

Baines Wing
University of Leeds
Leeds LS2 9JT



UNIVERSITY OF LEEDS

14 January 2013

Dear |

Re: External Examiner's Report 2011/2012 - BSc (Hons) Radiography

I would like to thank you on behalf of the programme team for your informative and complimentary external examiner's report for the academic year 2011-2012.

The radiography programme team appreciates your comments regarding assessment, especially those relating to feedback. The team makes great efforts to ensure that feedback is useful, informative, and timely, and strives to provide constructive advice to students on how to improve their performance and acknowledges the efforts of those students who do very well.

Your comments regarding the team 'being informed with regard to research practice' are encouraging in light of the University's philosophy of 'Research-Based Learning'.

The team greatly values your contribution to date and looks forward to working with you in the forthcoming academic year.

With best wishes,

Yours sincerely