

The University of Leeds
EXTERNAL EXAMINER'S REPORT
ACADEMIC YEAR: 2012– 2013

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

Faculty / School of:	Healthcare
Subject(s):	<i>Diagnostic Imaging</i>
Programme(s) / Module(s):	MSc Diagnostic Imaging
Awards (e.g. BA/BSc/MSc etc):	PgC/PgD/MSc

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

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 learning outcomes are appropriate for the 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.*

Yes, they meet the requirements of CASE (Consortium for the Accreditation of Sonographic Education). The programme is constantly developing to meet the changing needs of the profession.

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 assessments have been designed to test the learning outcomes and offer a variety of methods to engage students with the learning process.

The assessment process appears rigorous and fair, demonstrating good quality teaching across a wide range of subjects.

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.*

Yes, the range of assessments ensures learning outcomes are met. The learning outcomes ensure competency in practice, in addition to academic ability. Students on the programme have generally performed well, with a small number of referrals. This is comparable with other similar programmes.

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 assessment of clinical competency is rigorous and demanding. The use of external moderators to ensure consistency for all assessments is to be commended.

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.

Minor changes to the professional issues module, to meet the ever changing demands of the healthcare environment have been suggested. The changes appear relevant to the programme and should ensure on-going success of this inter-professional module and meet the needs of a range of practitioners, with varying levels of experience.

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 programme curriculum and assessments demonstrate current practice, which is informed by research. The programme team are involved in research and publications, in addition to encouraging students to disseminate their work. Some students progress to the MSc and undertake empirical research. PgC and PgD students are encouraged to use current evidence within their academic work and appropriate feedback is provided to help students to develop this further.

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.*

The information I have been provided with has been timely and appropriate, to allow me to fulfil my role.

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, I received appropriate information when reviewing work.

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?

Yes, all OSE papers were provided in advance of the assessments.
Questions were relevant to clinical practice and appropriate to test the learning outcomes.

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?

Yes. I received a wide range of work for each assessment. It was clear where marks were awarded and feedback was appropriate.

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

Yes. For both the dissertations/projects and the negotiated modules the topic choice was appropriate and relevant to clinical practice.

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?

I have not yet been invited to a meeting this year, I believe the arrangements have changed and I am to be invited early in the new academic year.

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

Unable to comment this year, but in the past yes.

Other comments

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

Communication with the programme team has again been excellent and the administrative team should be commended on their efficient and timely delivery of material.

The course continues to attract healthy student numbers and provides a solid foundation for health care professionals developing their roles. Innovative developments within the programme have been introduced, including the direct entry of newly qualified Radiographers to the ultrasound pathway, which appears to have been successful to date.

Baines Wing
University of Leeds
Leeds LS2 9JT



UNIVERSITY OF LEEDS

Dear

Re **External Examiner's Report 2012-2013**
MSc/Postgraduate Diploma/Postgraduate Certificate in Diagnostic Imaging

I am writing on behalf of the Programme Management Group for the above programme to thank you for your complimentary external examiner's report for the academic year 2012-2013 and for your hard work and support towards the success of our Programme.

The group is reassured to note that you consider the programme to be a solid foundation for healthcare professionals and that our innovative approaches have been successful.

As you have now completed your term of office as an external examiner for our programme, the Programme Management Group would like to thank you for your support and constructive external scrutiny of our programmes over your period of office.

Yours sincerely

The University of Leeds

EXTERNAL EXAMINER'S REPORT

ACADEMIC YEAR: 2012– 2013

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

Faculty / School of:

School of Healthcare

Subject(s):

Breast Imaging

Programme(s) / Module(s):

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

CHE/Cert Mammography programme
PGDIP, MSc Breast Imaging (in transition)
PGC, PGDIP, MSc, Diagnostic Imaging**Completed report**

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Head of Academic Quality and Standards
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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
All urgent matters were discussed immediately and all matters have been successfully dealt with. No new matters need to be entered here or discussed further.

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

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.*

As per my previous report, it remains my opinion that the ILOs are well suited to each of the modules under consideration and that these match the assignments/ course work/ examinations that have been designed. This is true for the newly constructed MSc Breast Imaging module consolidation. Again most of the students have used these to construct their work and have thus been able to achieve good outcomes and good grades. Clear fails are seen where students have either failed to address the learning outcomes and/or the guidance given for the structure of the assignment/ dissertation.

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.*

These ILOs and aims continue to meet the national benchmarks for relevant subjects under review. No further adjustments were needed as there have been no changes in the international guidelines for breast imaging

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 methods of assessment remain well suited to testing the learning outcomes for each of the modules and the majority of the assessment methods are interesting and challenging. Some of the assessments during this academic year were of a particularly high standard and for these I recommended that the module leader (with the student) adapt and publish these pieces of work. The clinical assessments continue to be challenging and at a level commensurate with the seriousness of possible clinical errors that may arise due to poor performance of the radiographer. Examiners are particularly careful to note where poor practice may be an issue in clinical work and in dissertation work which helps to reduce the theory-practice divide.

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.*

As in the previous year of examinership, there were a wide range of grades seen in each of the reviewed modules, from fails to high grades. There were a pleasing number of exemplary students in a number of the modules. Students were given explicit instructions and a range of learning outcomes for the module to comply with in order to achieve the grades. The wide range of grades suggests that students did have an adequate opportunity to demonstrate their skills and achievements commensurate with these aims and outcomes. I had the opportunity to view a number of dissertations this year from high achievers to failed students and these dissertations exemplify the how the modules challenge students and allow them to demonstrate their achievement of explicit Aims and ILOs.

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 assessments are challenging within clinically related assessments and assignments. As in previous reports and as above, I note that where the possibility of clinical errors has the greatest implications for practise, students were suitably challenged. In addition, the marking scheme and baseline level of competence is strictly enforced without deviation from minimum competencies.

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.

All marking within all the modules that I examine is robust, clear and to be commended. The pieces of work are double marked with examiners agreeing all marks in advance of these being sent to me. The Rubrics are well constructed and can be adapted for multiple pieces of work with ease for the examiner. Where an inconsistency was noted with one examiner, discussion was initiated immediately in the department and I was informed of the outcome of the discussions. I was satisfied with the result of the discussions both as external examiner and for the student. The consistency of examiner grading is difficult to achieve and all examiners in the modules that I externally examine are to be commended.

The transition of the programme to consolidate the MSc Breast Imaging together has from an external examiner standpoint been successful. Students are achieving the goals set and from my standpoint, the transition appears to have been smoothly achieved.

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.

I have seen a greater number of dissertations in this year than in previous years and the most of the research has been of a good and consistent quality. There have been a pleasing number of different research methodologies employed and the research has been ethically and thoroughly performed by most of the students. The results achieved have added to the body of knowledge in breast imaging which is an essential goal of research. Students have been enthusiastic and efficient in the data collection and most of the dissertations have sought to bridge the theory-practice divide which is another essential goal for research. As noted previously, the module co-ordinators are to be commended that most of the modules require some level of research into international and national standards in order to complete the assessment which in itself improves the research capabilities of the students.

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.*

All information has been supplied on a CD for reference and is available on the website. This information is sufficient and effective. Staff are very willing to answer any questions via email and respond very rapidly to any query.

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.*

All information was supplied and updated for this year of external examinership.

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?

All papers and electronic assessment material were made available in advance of the examination time. All questions from the external examiner regarding the material were answered quickly by the examiners to enable feedback to be given prior to the examination date. Changes were made commensurate with the comments and/or negotiated between the examiner and the external examiner.

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?

A good volume of work reflecting the spread of marks and/or scripts of particular concern was sent to me for examination. The scripts of particular concern were discussed via email both before being sent and after being examined. All scripts were clearly marked by at least two examiners and the agreed mark was clearly shown on the marking Rubric and feedback sheets for the student. The marking system is particularly robust and students can be in no doubt how to improve subsequent submissions. I am confident that the mark achieved by the student is reflective of the standard of the work for each student. Where I felt the examiners had not given a reflective mark, I was able to discuss this with the examiners by email and my comments were taken into account.

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

A high number of dissertations were seen and these were both interesting and appropriate for the level of learning and research (see comments earlier in this report). The method of assessment was appropriate to the learning outcomes.

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?

Meeting attended last year just after the report was made on the 20th September 2012. The meeting this year is later on the 11th November 2013. I am satisfied that all due process was followed.

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

Students with medical circumstances/ extenuating circumstances were annotated on the marksheets where the submission had been delayed for course work. No other circumstances (such as disability access routes to education, dyslexia etc) that were known to the examiners when marking the papers were made known to me (I am happy with this level of confidentiality and do not want to see these, although a simple annotation can be made on the mark sheet if relevant). I had no need to query any of the grades that were given any special leniency due to circumstances as all marking appeared fair.

Other comments

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

No further comment is needed. All discussions with the team in Breast Imaging have been fruitful and interesting. I am satisfied that the programme is challenging and achieving the goals for education in Breast Imaging in helping to bridge the theory-practice divide.

Baines Wing
University of Leeds
Leeds LS2 9JT



UNIVERSITY OF LEEDS

6 February 2014

Dear

**Re: External Examiner's Report 2012-2013
MSc, Postgraduate Diploma and Postgraduate Certificate in Diagnostic Imaging**

I am writing on behalf of the Programme Management Group for the above programme to thank you for your complimentary external examiner's Report for the academic year 2012-2013 and for your hard work and support towards the success of our programme, particularly in regard to the successful transition of the Breast Imaging in to the Diagnostic Imaging programme.

The group is reassured to note that you consider the programme to have the required standards for the level of award and that the quality of the teaching, learning and assessments are very good.

As you have now completed your term of office as an external examiner for our programme, the Programme Management Group would like to thank you for your support and constructive external scrutiny of our programmes over your period of office.

Yours sincerely,

The University of Leeds

EXTERNAL EXAMINER'S REPORT

ACADEMIC YEAR: 2012– 2013

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

Faculty / School of:	Health and Social Care
Subject(s):	<i>Medical Ultrasound</i>
Programme(s) / Module(s):	HECS5256M Fundamentals of Science and Technology of Diagnostic Imaging HECS 5257M Advancing Science and Technology of Diagnostic Imaging HECS 5254M Focussed Negotiated Imaging Practice
Awards (e.g. BA/BSc/MSc etc):	MSc, PGDip/PgCert in Medical Ultrasound

Completed report

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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

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 aims and Intended learning Outcome (ILOs) which are clearly outlined in the programme and module handbooks are appropriate to the level of the award and to the subjects taught.

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 are comparable and other institutions that I am familiar with.

As mentioned in my previous external report the programme is CASE accredited and as such required to cover an appropriate and relevant curriculum by this governing body. This ensures the aims and intended learning outcomes together with the practical training and clinical assessments are more than sufficient to enable newly qualified ultrasound practitioners/students to perform and interpret safe and high quality ultrasound examinations and to participate in the administration of an ultrasound service.

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 design and structure of the assessments methods are well thought out, are appropriate across all modules and enables capable students to demonstrate their knowledge and understanding of their chosen areas. The quality of teaching, learning and assessments are very good, delivered and supported by a range of experts in the field.

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 overall results are comparable to those achieved in my own institution and there is generally a range of marks from very capable students who excel and demonstrate a comprehensive in depth level of knowledge, understanding and critical thinking to a minority of poor students who struggle to achieve a pass. This is typical of this type of course which attracts a range of students who have varying level of abilities..

The course leaders and module teams do an excellent job across a range of abilities and this is evident in a good set of overall results achieved this year.

The marking is fair and consistent. Good level of feedback given to the students identifying the strengths and weaknesses of their work. Moderation evident across all areas.

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 summative clinical assessment follow a well structured pro forma to assess the student's clinical performance, knowledge and understanding which is similar to other CASE accredited course around the country. This process appears to be supported by both clinical and academic experts which ensure that this is rigorous. Additional relevant comments and feedback included.

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.

No real comment as there appears to be little change from the previous year

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.

No dissertations assessed this year.

The written work reviewed demonstrated that students generally had a very good understanding and grasp of research methods and critical evaluation skills. This demonstrates that there is good support from the academic teams who are knowledgeable and familiar with current research and literature.

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

Not applicable

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.

All necessary information and examination material provided in good time.

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, all of this relevant information and documentation was received from the team.

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?

Yes all draft examination papers and assessments were submitted by the course leaders in good time ensuring ample opportunity to provide feedback and for the teams to consider any of my comments/suggestions.

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?

Yes.

A wide range of examination papers and assignments was received in good time across all modules. The marking guidelines were clearly laid out. The overall marks, feedback and comments for the examination and assignment submissions were clearly marked and annotated. Marking fair and consistent.

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

Not involved in any dissertations this year.

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?

As always the administration team were excellent. All scripts and correspondence received in good time to undertake the duties of external examiner.

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

Not made aware of any of these issues this year.

Other comments

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

No additional comments

Baines Wing
University of Leeds
Leeds LS2 9JT



UNIVERSITY OF LEEDS

6 February 2014

Dear

Re External Examiner's Report 2012-2013
MSc/Postgraduate Diploma/Postgraduate Certificate in Diagnostic Imaging

I am writing on behalf of the Programme Management Group for the above programme to thank you for your complimentary external examiner's report for the academic year 2012-2013 and for your hard work and support towards the success of our programme.

The group is reassured to note that you consider the programme to have the required standards for the level of award and that the quality of the teaching, learning and assessments are very good.

As you have now completed your term of office as an external examiner for our programme, the Programme Management Group would like to thank you for your support and constructive external scrutiny of our programmes over your period of office.

Yours sincerely