

The University of Leeds
EXTERNAL EXAMINER'S REPORT
ACADEMIC YEAR: 2010– 2011

PART A: GENERAL INFORMATION*Subject area and awards being examined:*

School of: Medicine; Leeds Institute of Genetics, Health & Therapeutics	Subject(s): Medical Imaging
Programme(s) / Module(s): Academic Division of Medical Physics	awards: (e.g. BA/BSc/MSc etc.) MSc 12 PT/FT students

The completed report should be attached to an e-mail and sent as soon as possible, and no later than 6 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.

Not applicable

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?

Not applicable

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.

Not applicable

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);*
 - *Appropriate*
 - *The extent to which standards are appropriate for the award or award element under consideration.*
 - *Appropriate*
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*
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;*
 - *Appropriate and consisting of examinations, course work, presentations, research projects and posters etc.*
 - *The quality of teaching, learning and assessment methods that may be indicated by student performance.*
 - *I think that the teaching, learning and assessments methods provided and utilised endeavour to extract the optimum from the standard of students enrolled in the course*
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;*
 - *Yes*
 - *The strengths and weaknesses of the students as a cohort.*
 - *I think that there have been some problematic students in the course, but these have been handled with sensitivity, patience and understanding by the course officers and teachers. Some of those overseas students who are enrolled perhaps find it difficult to adapt to life in the UK environment and the demands and standards required of the course, but every effort is made by Dr Laura Rhodes and other teachers to support any such difficulties.*
5. **For Examiners responsible for programmes that include clinical practice components, please comment on the learning and assessment of practice components of the curriculum**
 - *No clinical component*
6. **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 changes from 2010. As many of the students on the course come from overseas the organisers have responded to feedback comments and have proposed changes to the course in 2012 to revert to more structured traditional teaching methods, which they feel will suit the students better and give them more of a 'sense of belonging'.
7. **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.

 - *good*

The Examination Process

8. 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.*

Yes. I think the more difficult things to get to grips with as an external examiner are the details of the individual courses (I act as an external examiner for the intercalated BSc in Medical Imaging and the MSc in Medical Imaging). These have to be provided by the course organisers, who are very familiar with the courses and may assume similar insights and knowledge of the external examiner. An induction of the structure and components would be useful for new examiners.

9. 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?

- *The coherence of the policies and procedures relating to external examiners and whether they match the explicit roles they are asked to perform.*
- Yes. This has been particularly good this year.

10. Was sufficient assessed/examination work made available to enable you to have confidence in your evaluation of the standard of student work?

- yes

11. Were the administrative arrangements satisfactory for the whole process, including the operation of the Board of Examiners?

- Yes, very diligently organised by Sally Andrew, the PGO manager.

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

- yes

For Examiners involved in Mentoring Arrangements

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

Other Comments

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

The team providing the courses has been through considerable change over the past few years (change in course leader; now <<<>>>; moved offices, had several retirements of both NHS clinical staff and University Medical Physics staff who previously contributed to delivery of the course. I would like to commend the team for maintaining delivery of the course, adapting to change, and responding positively to feedback from students and implementing appropriate change.

I have not found this electronic form easy to complete (odd formatting enforced in page 1).

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UNIVERSITY OF LEEDS

12th January 2012

Dear

Medical Imaging: External Examiner Report 2010/2011

I am writing to thank you for your 2010/2011 External Examiner Report for the Medical Imaging programme.

The programme management team have asked me to thank you for your overall very positive and encouraging comments on the quality of the course. I am particularly pleased to note your very positive comments on the efforts being made to support overseas students and proposed changes from 2012 to revert to more structured traditional teaching methods in response to student feedback. I am pleased that you have found the programme documentation to be particularly good this year and am grateful for your helpful comments on induction for external examiners. The programme management team will continue to make every effort to provide clarity when required for the current external examiner and are grateful for your support for this. I will ensure that your comments about the formatting of the report are passed on to AQST.

I am grateful for your on-going involvement with the programme and look forward to continuing to work constructively with you in the next academic session.

Yours sincerely



Dr Graham Law
Director of Postgraduate Studies

