

## The University of Leeds

## EXTERNAL EXAMINER'S REPORT

ACADEMIC YEAR: 2013– 2014

## Part A: General Information

## Subject area and awards being examined

Faculty / School of:	Faculty of Medicine and Health, School of Healthcare
Subject(s):	<i>Radiography</i>
Programme(s) / Module(s):	BSc (Hons) Radiography Dental Programme DISC1010  HECS1028 Musculoskeletal Anatomy HECS1074 Professional Practice 1 HECS 2146 Research Methods and Evaluation HECS 2148 Professional Practice 2 HECS 2149 Diagnostic Imaging Technique 1 HECS2144 Anatomy, Physiology and Associated diagnostic pattern recognition 1 HECS2145 Anatomy, Physiology and Associated diagnostic pattern recognition 2 HECS3197 Role of the Healthcare Professional: Preparation for Practice HECS3200 Diagnostic Imaging Technique 2 HECS3199 Professional Practice 3 HECS3077 Research Project HECS3203 Focussed professional practice HECS3201 International work based learning HECS 3198/3078 Pathophysiology and Rad anatomy and diagnostic pattern recognition
Awards (e.g. BA/BSc/MSc etc):	BSc (Hons)

## Name and home Institution / affiliation of Examiner

## 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](mailto:exexadmin@leeds.ac.uk).

Alternatively you can post your report to: **Head of Quality Assurance**  
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.*

The aims and learning outcomes are appropriate for the modules and the award. The modules remain relevant to Radiography and the students are able to demonstrate their knowledge and understanding of the ongoing changes in health and social care.

### 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 programme is equivalent to other programmes that I have knowledge of and meets benchmark statements.

### 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.*

There is a range of assessment methods, but not too much variation, which therefore allows the students to "practice" different assessment strategies. There are a number of assessments that require the students to give a judgement on an image which is fundamental to radiographic practice.

The marking arrangements are fair and transparent. In the work that I have reviewed I have seen clear evidence of 1<sup>st</sup> marking and moderation. There were sometimes variations in the amount of feedback given by the moderator but I understand this is being dealt with in the School Action Plan.

Reviewing work on the VLE is straightforward and for me easier than hard copy.

### 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 students were given adequate opportunity to demonstrate their achievement of the aims and learning outcomes. Changes to the research methods paper proved beneficial. Overall, students who did not do well seemed to have not taken up the support available to them or had not proof read their work. For students who did well, the team might want to consider increasing the feedback (or feedforward) to students who have marks greater than 70% on how to achieve even higher marks.

### 5. For Examiners responsible for programmes that include clinical practice components, please comment on the learning and assessment of practice components of the curriculum

I reviewed a number of practice portfolios and found them to be very comprehensive, it is possible to get a sense of the students "practice journey" from the diaries and other documentation. I am pleased to see that oral examination has now changed.

### 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.*

As mentioned previously, changes in the research methods module and the clinical oral examination have been successful.

### 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.*

Students are able to undertake a research project in the third year. There were some very interesting topics with some excellent pieces of work. Throughout the other modules, students are expected to reference current literature and refer to the evidence base.

8. Where the programme forms part of an Integrated PhD, please comment on the appropriateness of the programme as training for a PhD

n/a

#### For Examiners involved in mentoring arrangements

9. If you have acted as a mentor to a new External Examiner or have received mentor support please comment here on the arrangements

I did act as a mentor for the other external examiner, we have had various communications over the year about the sharing of modules, processes and recently, I sent her my previous external examiner reports.

#### The Examination/Assessment Process

10. 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

11. 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

12. 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, the questions were appropriate.

13. 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, the administration of the scripts was excellent.

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

Yes

15. 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?

The School Board of Examiners was very efficient, the paperwork was accurate and I had the chance to say something about the programme. I also met with members of the programme team who were helpful and welcoming, as they always are.

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

I don't feel able to comment as I was not involved in this.

#### 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**

27 January 2015

Dear

**Re: External Examiner's Report – 2013/2014 - BSc (Hons) Radiography**

On behalf of the programme team I would like to thank you for your support and comments over this past year. The programme team is extremely grateful to you for your commitment and dedication to ensuring that all material was reviewed thoroughly and in a timely manner. The team will take on board your comment regarding feed forward to students who achieve high marks in their feedback. Each personal tutor meets with their personal tutees at the start of the each academic session, to review their performance in previous academic sessions and explore how they can improve on their work in the coming year.

With regards to feedback the School has undertaken a significant piece of work on this aspect and the findings have been applied in modules for the coming academic session. The outcome will be evaluated and the School will continue to review how feedback can be improved to students.

I note you are supportive of the changes that have been made to processes this academic session and have viewed these as beneficial.

The team greatly appreciates the guidance and support you have provided during this period and looks forward to working with you in the current academic session.

Yours sincerely