

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: HECS 1028 Musculoskeletal Anatomy and Radiographic Pattern Recognition HECS 1073 Medical Imaging Science 1 HECS 1110 Professional Practice 1 HECS 1111 Diagnostic Imaging Technique 1 HECS 2144 Anatomy, Physiology & Associated diagnostic pattern recognition 1 HECS 2145 Anatomy, Physiology & Associated diagnostic pattern recognition 2 HECS 2147 Medical Imaging Science 2 HECS 2148 Professional Practice 2 HECS 3077 Research Project HECS 3078 Pathophysiology (joint module with HECS 3198) HECS 3198 Radiographic Anatomy & Diagnostic Pattern Recognition HECS 3076 Radiographic Work Based Learning (optional module) HECS 3203 Focused Professional Practice (optional module- no candidates) HECS 3201 International Work Based Learning (optional module- no candidates)
Awards (e.g. BA/BSc/MSc etc):	Part of Intercalated Medical Programme: HECS 3196 Pattern Recognition for Medical Imaging HECS 5261 Principles of Medical Imaging Interpretation 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.

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?

Yes

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 Intended Learning Outcomes are appropriate to the modules and course level. Content through each year is built upon in the following year.

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 compares with others that I am familiar with. It meets the national 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 are a variety of assessment methods which may suit different students' learning styles and revision methods. This variety is on a small scale so that students become familiar with the types of assessments and expectations. Unseen exams and OSEs are always good methods to assess the wide anatomical knowledge required by radiographers. Essays allow them to hone their evaluative and reflective skills. Posters and presentations encourage their creative and communication skills. Marking rubrics are clear to follow and there is evidence of double marking and moderation. Feedback to students is detailed, both on electronically submitted assignments and written exams. Teaching and supportive materials produce high pass rates in the majority of modules.

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 demonstrated a range of abilities from high marks to lower marks. There was consistency in their achievements where quite often the same names occurred as having failed which reflects more on their abilities rather than the team.

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 students are assessed on their practical skills including patient care and protocols. There are many opportunities for reflection and awareness of pathologies and patient pathways demonstrated within their essays and case studies. At this date I have still to review students' portfolios (in post on January 2014, relevant Board 30th Sept) but the available paperwork suggest that all aspects of clinical experience are covered.

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.

N/A

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 have the opportunity to undertake systematic reviews, audits and primary research at dissertation level.

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

N/A

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. The External Examiner Handbook was provided for me. I also gained valuable information from attending the External Examiners Induction Day.

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.

In addition to the External Examiner Handbook I have been provided with the module descriptors and handbooks and had the opportunity to speak to members of the course team. Detailed marking criteria has been provided with examination papers or available electronically on the VLE.

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. Any queries I had were minor and acted upon.

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. There were sufficient scripts available over a spread of marks to reassure me that standards were upheld and consistent. Double marking was evident and the marks awarded were clear.

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?

All administrative arrangements regarding work, communications, travel and expenses were efficient. I was able to attend my first Board of Examiners in June. This Board ran smoothly and all decisions seemed fair. I hope to attend September's Board.

16. 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

Many thanks to all members of the team for making my first year as an External Examiner straight forward. They are friendly, helpful and supportive.

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 is pleased to note that you consider the assessments to be appropriate and sufficiently varied to develop the necessary skills and knowledge essential for radiographers.

The team very much appreciates the guidance and support that you have provided during the last academic session and looks forward to working with you in the coming year.

Yours sincerely