

# The University of Leeds

## EXTERNAL EXAMINER'S REPORT

ACADEMIC YEAR: 2014– 2015

### 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):	<p>BSc (Hons) Radiography Dental Programme DISC1010</p> <p>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</p>
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*

This is my last report as external examiner. Over the past 4 years I've been continually impressed by the level of support given to students around assessment, for example extra revision sessions. The level and depth of feedback has always been of a good standard, second marking and moderation processes are evident. Any issues around assessment are carefully managed and the students are not disadvantaged.

The programme team have consulted me on changes to the curriculum over the years and also have a clear justification for them.

I've seen an increase in the use of e-feedback which is a real strength and gives the students rich feedback in a convenient form. Questions I have had around consistency of e-feedback have been addressed in the team.

The assessments have always reflected the changing nature of radiographic practice and tested the students in a way that will ensure they have every opportunity to demonstrate their skills and knowledge to become confident, capable practitioners.

The administration around sending assessments has been excellent, the programme team have always been welcoming and friendly and happy to answer any of my questions. I've enjoyed my time working with you, thank you very much!

## 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. The modules are relevant to radiography and structured in a logical way enabling progression from level to level.

**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 without an over-reliance on any one form. There is always evidence of 1<sup>st</sup> and 2<sup>nd</sup> marking and moderation and it is clear to see how marks are decided upon.

The increasing use of Grademark is advantageous to both staff and students in terms of flexibility and amount of feedback.

One comment would be to provide a little more feedforward to those who achieve high marks, how could they do even better?

**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. Some achieved excellent marks.

Where some cohorts performed less well than expected a satisfactory explanation was given by the module leader.

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

Practice Portfolios are an essential component of a programme of this type; they remain a comprehensive record of the students' clinical practice.

**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.*

There will be changes to the clinical assessment that I have supported.

Good to see that changes have led to statistics results improving.

**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. It is helpful that the students get to work on their research proposal at the end of year 2 thus putting them in a good position to carry out their research.

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

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

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, and I could find them on the VLE if necessary

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 and 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

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?

I didn't attend the July board but am attending the September board next week. I am satisfied with the recommendations of the board but wonder if there might be a way to access the board remotely given the distance to travel and the fact that the boards are very short?

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**

Direct line: 0113

E-mail:

22 February 2016

Dear

**Re: External Examiner's Report – 2014/2015 - BSc (Hons) Radiography**

I would like to take this opportunity to thank you for the support you have given to this programme and the team over the past year and throughout your term as our external examiner. 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 appreciates your positive comments regarding the support provided to the students, as it always aims to place the student at the centre of the educational experience in order that they are enabled to reach their full potential.

The team acknowledges your comment regarding feed forward to students who achieve high marks, in their feedback. This is an area that the team continues to develop, and it is therefore pleasing that you note the progress that has already been made

The team appreciates your support with regards to changes made to the programme and the recognition that these have had a positive impact. It is pleasing that you have commented on the team's work in requiring students to use current evidence to underpin as this acknowledges their efforts to ensure research is linked to practice.

On behalf of the team, I would like to take this opportunity to wish you every success in your future ventures.

With kind regards,

Yours sincerely

## The University of Leeds

## EXTERNAL EXAMINER'S REPORT

ACADEMIC YEAR: 2014– 2015

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

Faculty / School of:

Faculty of Medicine and Health, School of Healthcare

Subject(s):

*Radiography*

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):

BSc (Hons)

**Name and home Institution / affiliation of Examiner****Completed report**

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**Part B: Comments for the Institution on the Examination Process and Standards****Matters for Urgent Attention**

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*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 each module and course level. Topics throughout the year are 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. Formative assessments are made available to students. Unseen exams and OSEs are always good methods to assess the wide anatomical knowledge and image interpretation 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 which is commendable. 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 the same high achievers names occurred quite often as well as those names who failed which reflects more on their abilities rather than the team. However, there were few fails and most passed at their second attempt.
  
- 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. I have still to review students' portfolios as I have missed the September board in 2014 and was employed after the Sept 2013 board. However, 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.*

The high standards of the previous year have been upheld and in some units improved upon.
  
- 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 when I first took the role.

- 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. Support from my fellow external examiner <> has been valuable.

- 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. Scripts had annotations which explained where marks were gained or lost.

- 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 have attended the last 2 June boards. This year's Board ran smoothly and all decisions seemed fair. <> will 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 continuing to make my term as an External Examiner straight forward. They are friendly, helpful and supportive.



School of Healthcare

Baines Wing  
University of Leeds  
Leeds LS2 9JT



UNIVERSITY OF LEEDS

Direct line: 0113

E-mail:

22 February 2016

Dear

**Re: External Examiner's Report – 2014/2015 - BSc (Hons) Radiography**

I would like to take this opportunity to thank you for the support you have given to this programme and the team over the past year and throughout your term as our external examiner. 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 notes that you consider the assessments to be appropriate and varied, albeit on a small scale, in order to develop the necessary skills and knowledge essential for radiographers. It is pleasing that you consider the feedback to be detailed, as this no doubt aids the students to be successful.

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

With kind regards,

Yours sincerely