

## The University of Leeds

## EXTERNAL EXAMINER'S REPORT

ACADEMIC YEAR: 2015– 2016

**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:            HECS 1028 Musculoskeletal Anatomy and Radiographic Pattern Recognition            HECS 1073 Medical Imaging Science 1            HECS 2144 Anatomy, Physiology &amp; Associated diagnostic pattern recognition 1            HECS 2145 Anatomy, Physiology &amp; Associated diagnostic pattern recognition 2            HECS 2147 Medical Imaging Science 2            HECS 2205 Professional Practice 2            HECS 3077 Research Project            HECS 3277 Pathophysiology &amp; Pattern Recognition            HECS 3078 Pathophysiology (joint module with HECS 3198)            HECS 3198 Radiographic Anatomy &amp; 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)</p> <p>Part of Intercalated Medical Programme:            ARCS 3196 Pattern Recognition for Medical Imaging            ARCS 5261M Principles of Medical Imaging Interpretation</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?*

**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 Outcomes are appropriate to each module and course level. Topics throughout the year are built upon in the following year. This is demonstrated through the Anatomy & Physiology, Pattern Recognition, Medical Imaging Modules and the Professional Practice modules where all the learning outcomes are put into practice.

**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 and produces graduates with the theoretical and clinical knowledge to practise as diagnostic radiographers.

**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 on their own abilities. This is a phenomenon I witness in my own programme and is usually due to poor preparation, lack of logic in essay answers or failure to read exam questions properly. 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 reviewed students' portfolio work for last year's year 2 cohort for HECS 2205 and expect to see this year's in September after this report is due.

It was pleasing to see that many students took the opportunity of taking their clinical practice abroad and their reflective work for the optional module HECS 3201 was interesting to read with the majority demonstrating good scholarly practice and recognising pertinent differences in work practices.

Further interesting reading was supplied by those students who undertook the optional module HECS 3076 and their case studies demonstrated deep understanding of the patient pathways and varieties of conditions discussed.

**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. There has been more use of recorded lectures this year which is commendable and should enhance the student learning experience, as long as the students engage and review them. This should allow them to expand on their notes and ensure they have smaller gaps in their knowledge.

**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. For assignments at all levels, students are encouraged to use relevant up to date references from peer reviewed journals thus supporting their work with the latest findings.

**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

<<>> replaced my mentor <<>> as a new External Examiner. I have offered help and guidance via e-mail and phone though <<>> needs minimal direction as <<>> is a highly experienced lecturer in <<>> field with seats on national boards.

## 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. Each module's handbook provides all of the relevant background information necessary for an external examiner to carry out their duties.

### 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. The range of questions and level were appropriate to the cohort. 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. The topics chosen by the Radiography students were relevant to their field of practice.

### 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, accommodation, travel and expenses were efficient. I have attended this year's two June boards. <<>> will attend September and October's boards. June's Boards ran smoothly and all decisions were fair.

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

Yes. All students affected were considered fairly.

## 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. Any queries I have about a module can be addressed to a team member and answered satisfactorily.

I am disappointed that the University/ School no longer requires year one work to be reviewed yet still requests my signature on the marks sheets. The students' work amounts to a third of a Radiographer's knowledge in order to meet the requirements of the Health and Care Professions Council. Because of that I have requested to review year one work and to see samples of it, especially the fails to be fair to those students who are affected.

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**UNIVERSITY OF LEEDS**

4 November 2016

Dear

**External Examiner's report for Radiography 2015-16**

As the School of Medicine's Director of Classified Undergraduate Studies, I receive all the External Examiners' reports for the subjects offered at undergraduate level leading to the award of classified degrees, certificates and diplomas. First, let me thank you for assembling the 2015-16 report for the programme in Radiography. This is your third report for this programme.

You comment that the aims and learning outcomes are appropriate to each module and at programme level, meet the appropriate national benchmarks and are comparable to other programmes with which you are familiar.

**Programme Leader's response**

I have enclosed with this letter a response assembled by \_\_\_\_\_, Programme Leader. \_\_\_\_\_ confirms, with gratitude, your support and input over the past year. \_\_\_\_\_ notes, in particular, your helpful guidance and advice regarding assessments for the module HECS 2147. \_\_\_\_\_ reports, and I concur, that your continued review of year 1 student assessment is valuable in ensuring the setting of foundations and expectations.

**Good practice**

You note that the approach to giving detailed feedback on assignments and written exams is commendable. You further note the opportunities for reflection in assessment of clinical practice and the opportunity for this to take place overseas. I was also glad to learn of the efficiency of the administrative arrangements in support of your role.

**Student satisfaction**

In the 2016 National Student Survey (NSS) of final-year undergraduates at the University of Leeds, 94% of students on the BSc (Hons) Radiography programme confirmed overall satisfaction with their course. In all question categories of the NSS, radiography students reported satisfaction in excess of 85%. This is an outstanding achievement at a time when the programme has responded to significant changes in transitioning between Schools.

Thank you so much for your positive report as External Examiner. Your contributions to the Radiography programme are much valued.

Yours sincerely

27 October 2016

**Director of Classified Undergraduate Studies**



**Division of Biomedical Imaging; Medical Physics  
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**UNIVERSITY OF LEEDS**

Dear

On behalf of the programme team I would like to thank you for your support and comments over this past year. It has been very much valued, particularly in light of the transition and changes following our move to the School of Medicine. Your comments are reassuring as they reflect that these changes appear to have had minimal impact on our administration and delivery of the programme, our teaching and student support. It is good to know that our range of student abilities mirror those of your own programme.

Your guidance and advice was particularly welcomed for the review of the exam results for HECS 2147 Medical Imaging Science. Your review of our assessment processes, formative support, lecture materials and VLE resources enabled us to compile a comprehensive response to our students who challenged their results.

Your comment regarding the change in reviewing year 1 work has been noted. This change has occurred due to our move to the School of Medicine. We discussed this at the time and agreed even though year 1 results do not contribute to the final degree classification; it plays an important role in providing the underpinning foundations and expectations for studying at undergraduate level. If students do not have this consolidation in year 1 then potentially this could impact on their year 2 and 3 marks. It was agreed that you would continue review samples of year 1 work - this is very much appreciated by the team and will benefit our students.

Your support and feedback throughout the year have been integral to ensuring that our programme continues to be robust and in the best interests of the students reaching their potential. We look forward to continue working with you in the forthcoming academic year.

Yours sincerely

**Programme Leader: BSc (Hons) Radiography**

# The University of Leeds

## EXTERNAL EXAMINER'S REPORT

ACADEMIC YEAR: 2015– 2016

### Part A: General Information

#### Subject area and awards being examined

Faculty / School of:	Faculty of Medicine and Health/ School of Medicine
Subject(s):	Radiography
Programme(s) / Module(s):	BSc (Hons) Radiography HECS 1110 Professional Practice 1 HECS 1111 Diagnostic Imaging Technique 1 HECS 2146 Research Methods and Evaluation HECS 2206 Diagnostic Imaging Technique 2 HECS 3269 Diagnostic Imaging Technique 3 HECS 3270 Preparation for Practice HECS 3202 Advanced Medical Imaging Systems HECS 3203 Focussed Professional Practice ARCS 2205 Professional Practice 2 ARCS 3268 Professional Practice 3 ARCS 3268X Professional Practice 3 (variant module)
Awards (e.g. BA/BSc/MSc etc):	BSc (Hons) Radiography

#### 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).

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Room 12:81, EC Stoner Building  
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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?*

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- first year of appointment

**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 and commensurate with the level of award under consideration.

Each year has a specific focus, which is clearly detailed in the Programme Handbook. Aligned with the focus are aims and learning objectives, specific to each year; again these are clearly detailed in the Programme Handbook. Module learning outcomes are also explicitly stated.

The programme is well structured with appropriate horizontal and vertical integration of modules.

The standards set within each module, and across the programme as a whole are appropriate for the award and also to meet professional and regulatory body requirements.

**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 standards set within the BSc (Hons) Radiography programme are comparable to other Diagnostic Radiography programmes with which I am familiar.

The standards set within the BSc (Hons) Radiography programme are appropriate and in line with all relevant professional and regulatory body standards and national subject benchmarks.

**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.*

A diverse range of assessments are employed across the BSc (Hons) Radiography programme. Their design aligns to the learning outcomes of the modules, but also ensures that students can demonstrate the knowledge and skills required for professional practice as a diagnostic radiographer. There is a good balance of different types of assessments across each level ensuring that student can demonstrate knowledge, application of knowledge and skill.

Across all of the modules that I reviewed, marking was clear and consistent with evidence of internal moderation.

Marking of examination scripts was clear; detailed annotation of scripts offered evidence of how and where marks had been awarded. There was evidence of internal moderation. Feedback on assignments was appropriate. For the majority of modules, free text feedback was very detailed. Of particular note was the level of feedback given for the assignment for HECS 3203 Focussed Professional Practice; this was excellent. Where free text feedback was less detailed, the use of in text feedback offered clear comment on both good points and where improvements could be made.

Student performance across the programme is very good and comparable with the performance of students in other institutions with which I am familiar; where students did not succeed in assessments, they had not availed themselves of the support opportunities that were available.

I am confident that the BSc (Hons) Radiography programme offers high quality teaching and learning. All types of assessment utilized within the programme are appropriate and allow differentiation between stronger and weaker students; marking and internal moderation procedures are clear, consistent and robust.

**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.*

Student performance across the programme is very good and comparable with the performance of students in other institutions with which I am familiar; where students did not succeed in assessments, they had not availed themselves of the support opportunities that were available.

Review of work for a range of modules indicates that there are a high proportion of very capable students within each cohort. All modules performed very well; the pass rate was excellent or very good, with many students achieving very high marks. Of particular note is HECS1111 – 25 students achieved a mark of 80% or above.

HECS 2146 saw 12/53 students fail the research methods exam. Whilst this was a challenging exam, it was very fair and tested the range of material covered within the module. Review of the failed scripts illustrated that students had not prepared for this examination. This is supported by the fact that a very good number of students (16/53) achieved a mark of 70% or above, thereby demonstrating a good grasp of research processes.

Strong students have demonstrated the ability to evaluate and critique practice,

**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 BSc (Hons) Radiography programme employs clinical assessments and portfolios within each year. These are appropriately placed within the programme. I have had the opportunity to review a number of clinical assessments for individual students; the range of clinical assessments are appropriate and the elements assessed within each clinical assessment are entirely suitable to ensure that students are assessed against the standards required for safe and effective 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.*

This is my first year as an external examiner for the BSc (Hons) Radiography programme.

**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 BSc (Hons) Radiography programme employs a research based framework; the Programme Handbook clearly articulates the research focus of each module. There is evidence that research influences all elements of the curriculum. Students undertake a research examination and research proposal in year 2 and a research project in year 3. Both the research examination and the proposal are appropriate to ensure that students are prepared to undertake a research project.

**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.*

All material made available to me was sufficient for me to act effectively as an External Examiner.

**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.*

All relevant documentation for the Programme and for individual modules was sent to me. All marking criteria and expected answers were provided to me.

**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.

For all assessments that I reviewed, questions were entirely appropriate for the level and for the knowledge / application of knowledge/ skills being assessed.

Where I made comments ( these were only minimal and minor), they were considered. Correspondence with module leaders was very timely with regard to any comments that I made.

**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. I had the opportunity to review an appropriate sample of work for all modules that I have responsibility for. Marking and internal moderation are clear. Where appropriate, scripts were clearly annotated.

For all modules I was given a complete set of results so that I could review the spread of marks and assess the performance of the cohort as a whole.

From the material made available to me, I am confident that I was able to evaluate the standard of student work for all modules that I have responsibility for.

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

I do not have responsibility for the research project module in year 3.



**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 were appropriate. I attended the Committee of Examiners on 13<sup>th</sup> June 2016 and where required on other occasions, was available by telephone and/ or e-mail. I am satisfied with the conduct of the Committee of Examiners and by recommendations made by the Examining 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**

This is my first year as an External Examiner for the BSc (Hons) Radiography programme. Thank you to the Programme Team and administrators who have supported me and enabled me to carry out my role.

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**UNIVERSITY OF LEEDS**

4 November 2016

Dear

### **External Examiner's report for Radiography 2015-16**

As the School of Medicine's Director of Classified Undergraduate Studies, I receive all the External Examiners' reports for the subjects offered at undergraduate level leading to the award of classified degrees, certificates and diplomas. First, let me thank you for assembling the 2015-16 report for the programme in Radiography. This is your first report for this programme.

You comment that the aims and intended learning outcomes of the programme are appropriate and commensurate with the level of award. You further comment that they are in line with all relevant professional and regulatory body standards and national subject benchmarks. I was pleased to note that they are comparable to other diagnostic radiography programmes with which you are familiar.

### **Programme Leader's response**

I have enclosed with this letter a response assembled by \_\_\_\_\_, Programme Leader. \_\_\_\_\_ confirms, with gratitude, the support, feedback and input you have provided over the past twelve months. \_\_\_\_\_ notes your helpful response regarding the assessments for the module HECS 2146 which will be acted on as feed-forward for future cohorts.

### **Good practice**

You note the diversity and good balance of assessment methods across the programme. You further comment that research clearly influences all elements of the curriculum. I was pleased to learn of the timely support and engagement of the programme lead, module leaders and administrative staff in facilitating your role.

### **Student satisfaction**

In the 2016 National Student Survey (NSS) of final-year undergraduates at the University of Leeds, 94% of students on the BSc (Hons) Radiography programme confirmed overall satisfaction with their course. In all question categories of the NSS, radiography students reported satisfaction in excess of 85%. This is an outstanding achievement at a time when the programme has responded to significant changes in transitioning between Schools.

Thank you so much for your positive report as External Examiner. Your contributions to the Radiography programme are much valued.

Yours sincerely

27 October 2016

**Director of Classified Undergraduate Studies**



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**UNIVERSITY OF LEEDS**

Dear

On behalf of the programme team I would like to thank you for your support and comments over this past year. This was your first year as our external examiner and you joined us at a time of transition and changes following our move to the School of Medicine. Your comments in your report are reassuring as they reflect that these changes appear to have had minimal impact on our administration and delivery of the programme, our teaching and student support. It is good to know that our range of student abilities mirror those of your own programme.

Your comments regarding our marking and student feedback are particularly reassuring as this continues to be an area that students comment on. We have emphasised to students this year the importance of reviewing the feedback and comments both on the essay and the free text box, and to discuss them with their academic supervisor as a useful learning and formative exercise.

Your review and comments regarding the poor results for the HESC 2146 Research Methods and Evaluation exam were welcomed and this has been fed-forward to the current students on this module. Your support and feedback throughout the year have been integral to ensuring that our programme continues to be robust and in the best interests of the students reaching their potential. We look forward to continue working with you in the forthcoming academic year.

Yours sincerely

**Programme Leader: BSc (Hons) Radiography**