

# The University of Leeds

## EXTERNAL EXAMINER'S REPORT

ACADEMIC YEAR: 2016-17

### Part A: General Information

#### Subject area and awards being examined

Faculty / School of:	School of Medicine, Leeds Institute of Cardiovascular and Metabolic Medicine
Subject(s):	<i>Radiography</i>
Programme(s) / Module(s):	BSc (Hons) Radiography:  ARCS 1028 Musculoskeletal Anatomy and Radiographic Pattern Recognition ARCS 1073 Medical Imaging Science 1 ARCS 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 2205 Professional Practice 2 HECS 3077 Research Project HECS 3277 Pathophysiology & Pattern Recognition HECS 3076 Radiographic Work Based Learning (optional module) HECS 3201 International Work Based Learning (optional module)  Part of Intercalated Medical Programme: ARCS 3196 Pattern Recognition for Medical Imaging ARCS 5261M Principles of Medical Imaging Interpretation
Awards (e.g. BA/BSc/MSc etc):	BSc (Hons), MSc

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## Part B: Comments for the Institution on the Examination Process and Standards

### Points of innovation and/or good practice

*Please highlight areas of innovation or good practice within the programmes or processes you have been involved with in this box.*

Modules prepare the students for assessment with mock papers, some expected answers or exam technique. Pre reading before lectures is encouraged to allow students to become familiar with subject matter and terminology before the lecture e.g. HECS 2144. Importantly, in a radiographic degree, there is a good bank of images available to help students learn. Video links to Youtube show practical examinations undertaken e.g. ARCS 1111.

Students appear comfortable to ask lecturers about their subjects e.g. HECS 2147.

There has been increased use of recorded lectures over the years which allow students to make more in depth notes and re-visit the lecture for better understanding.

Feedback is given on all submitted work, even structured feedback on traditional written examinations, in a timely manner.

### Enhancements made from the previous year

*Please highlight any enhancements made to the programme(s) or processes over the past year in this box.*

ARCS 1073 Medical Imaging Science 1 is based on HECS 1073 from the previous year. It has introduced a practical workbook as part of the assessment package which is very thorough and all students passed.

### 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*

N/A

### For Examiners in the first year of appointment

1.	Were you provided with an External Examiners Handbook?	Y / N
2.	Were you provided with copies of previous relevant External Examiners' reports and the response of the School to these?	Y / N
3.	Were you provided with a External Examiner Mentor?	Y / N

**For Examiners completing their term of appointment**

4.	Have you observed improvements in the programme(s) over the period of your appointment?	Y / N
5.	Has the school responded to comments and recommendations you have made?	Y / N
6.	Where recommendations have not been implemented, did the school provide clear reasons for this?	Y / N
7.	Have you acted as a External Examiner Mentor?	Y /N

*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.*

The School has upheld strong teaching and assessment methods over the time I have been external examiner. Students have had support and enhancement to their learning via resources on the VLE, extra tutorials and feedback from their lecturers. There has always been a variety of methods to assess the students though more ways have been included recently e.g. posters, workbooks, which will address the different learning styles of students and allow them to demonstrate their knowledge.

Assessment has always been at the appropriate level for the cohort and marked fairly and transparently.

**Standards**

8.	Is the overall programme structure coherent and appropriate for the level of study?	Y / N
9.	Does the programme structure allow the programme aims and intended learning outcomes to be met?	Y / N
10.	Are the programme aims and intended learning outcomes commensurate with the level of award?	Y / N
11.	Did the Aims and ILOs meet the expectations of the national subject benchmark (where relevant)?	Y /N
12.	Is the programme(s) comparable with similar programmes at other institutions?	Y / N

<p><i>Please use this box to explain your overall impression of the programme structure, design, aims and intended learning outcomes.</i></p> <p>The overall programme structure is coherent, allowing students to build on their knowledge from year to year and meet their intended learning outcomes. The aims and intended learning outcomes are commensurate with the level of award. They are comparable with the programme at my own institution and meet the national subject benchmark.</p>		
13.	Is the influence of research on the curriculum and learning and teaching clear?	Y / <del>N</del>
<p><i>Please explain how this is/could be achieved (examples might include: curriculum design informed by current research in the subject; practice informed by research; students undertaking research)</i></p> <p>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.</p> <p>Students have the opportunity to undertake research by completing systematic reviews, audits and primary research at dissertation level.</p>		
14.	Does the programme form part of an Integrated PhD?	Y / N
<p><i>Please comment on the appropriateness of the programme as training for a PhD:</i></p> <p>N/A</p>		
15.	Does the programme include clinical practice components?	Y / <del>N</del>
<p><i>Please comment on the learning and assessment of practice components of the curriculum here:</i></p> <p>At this point in time I have not reviewed the current HECS 2205 as the portfolios are not due for submission until mid-August.</p> <p>Third year portfolios have been reviewed by _____ the other external examiner and she will see the first years' after mid-August submission.</p> <p>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.</p>		

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.

16.	Is the programme accredited by a Professional or Statutory Regulatory Body (PSRB)?	Y / <del>N</del>
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*Please comment on the value of, and the programme's ability to meet, PSRB requirements here:*

The programme's aims and intended learning outcomes meet the requirements of the Health and Care Professions Council.

### Assessment and Feedback

17.	Does the programme design clearly align intended learning outcomes with assessment?	Y / <del>N</del>
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*Please comment on the assessment methods and the appropriateness of these to the ILOs, in particular: 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. The assessments ensure students meet the intended learning outcomes. 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. The use of workbooks allows students to progress at their own pace. Essays allow them to hone their evaluative and reflective skills and academic writing. Posters and presentations encourage their creative and communication skills and team working. 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 learning resources produce high pass rates in the majority of modules

18.	Is the design and structure of the assessment methods appropriate to the level of award?	Y / <del>N</del>
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19.	Were students given adequate opportunity to demonstrate their achievement of the programme aims and intended learning outcomes?	Y / <del>N</del>
<p><i>Please comment on 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:</i> The majority of students achieve their learning outcomes and pass the modules at first attempt. The number of students who fail modules is usually a small percentage of the cohort and often the same students' names appear. This is comparable with my own institution. There is a range of marks indicating that assessments have been suitably discriminating; those who do well demonstrate in-depth knowledge and an ability to write in an academic manner whilst those who do poorly have superficial knowledge and/or insufficient writing skills to relate their knowledge appropriately.</p>		
<p><i>Please use this box to provide any additional comments you would like to make in relation to assessment and feedback:</i></p>		

### The Progression and Awards Process

20.	Were you provided with guidance relating to the External Examiners role, powers and responsibilities in the examination process?	Y / <del>N</del>
21.	Was the progression and award guidance provided sufficient for you to act effectively as an External Examiner?	Y / <del>N</del>
22.	Did you receive appropriate programme documentation for your area(s) of responsibility?	Y / <del>N</del>
23.	Did you receive appropriate module documentation for your area(s) of responsibility?	Y / <del>N</del>
24.	Did you receive full details of marking criteria applicable to your area(s) of responsibility?	Y / <del>N</del>

25.	Were you provided with all draft examination papers/assessments?	Y / <del>N</del>
26.	Was the nature and level of the assessment questions appropriate?	Y / <del>N</del>
27.	Were suitable arrangements made to consider your comments on assessment questions?	Y / <del>N</del>
28.	Was sufficient assessed work made available to enable you to have confidence in your evaluation of the standard of student work?	Y / <del>N</del>
29.	Were the examination scripts clearly marked/annotated?	Y / <del>N</del>
30.	Was the choice of subjects for final year projects and/or dissertations appropriate?	Y / <del>N</del>
31.	Was the method and standard of assessment appropriate for the final year projects and/or dissertations?	Y / <del>N</del>
32.	Were the administrative arrangements satisfactory for the whole process, including the operation of the Progression and Awards Board?	Y / <del>N</del>
33.	Were you able to attend the Progression and Awards Board meeting?	Y / <del>N</del>
34.	Were you satisfied with the recommendations of the Progression and Awards Board?	Y / <del>N</del>
35.	Were you satisfied with the way decisions from the School Special Circumstances meeting were communicated to the Progression and Awards Board?	Y / <del>N</del>

*Please use this box to provide any additional comments you would like to make on the questions above:*

From the start of my tenure I have had the necessary documentation made available to me in the form of External Examiner's handbook and Module Handbooks for guidance in my role. New modules have had their updated handbooks made available on the VLE.

I have had regular contact with the team and been asked to review examination papers. I have not needed to be sent assignment papers as they are set out within the module handbooks.

Comments and queries from me about assessment have been answered in a timely manner and acted upon. Where they have not been acted upon, I have been informed of an appropriate explanation and that there is another way to reach the same outcome.

I have received a wide range of student work to review which covers failures, mid-range and exceptional efforts and am happy that this reflects the students' capabilities accurately. Work has been marked consistently and double marked to a set rubric. Calculations are transparent.

The student dissertations provided a wide range of suitable topics in radiography. Many students did well, writing informed and well referenced pieces of work. The work was fairly assessed and double marked.

I have had good communication from the lecturing team and support staff to provide me with all of the necessary information to review examinations and assessments set, the resultant student work and complete the required documentation for each module. I attended the Progress and Awards Board meetings in June. All arrangements for my travel and accommodation to attend these boards were made appropriately and went well.

The Boards ran in the appropriate manner and made the appropriate recommendations for each student. Any students with special circumstances had been considered individually and in a consistent way.

#### Other comments

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

My thanks to the team for making this a pleasant experience and being helpful and accommodating throughout my tenure.



**Name of School and Head of School (or nominee)**

*Title and Name of Responder:*

*Position\*:*

*Faculty / School of:*

*Address for communication:*

*Email:*

*Telephone:*

*\*If the individual responding to the report is not the Head of School please state their position within the School.*

**Completing the School response**

The completed School response (including the full original report) should be attached to an e-mail and sent to the Pro-Dean for Student Education in the relevant Faculty. Following approval by the Pro-Dean for Student Education, the School must send the response (including the full original report) directly to the External Examiner. A copy must also be emailed to the Quality Assurance Team at [qat@leeds.ac.uk](mailto:qat@leeds.ac.uk). External Examiners should receive a formal response no later than six weeks after receipt of the original report.

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***Response to Points of innovation and/or good practice***

Many thanks for your observations of examples of good practice. It is very easy for a programme team to focus on the areas of improvement and overlook the good practice that they already display.

***Response to Enhancements made from the previous year***

The workbook for HECS 1073 did initially experience some teething problems but these were quickly resolved. The programme team report that students appear to engage with this workbook as it enables them to do so at their own pace.

### **Response to Matters for Urgent Attention**

*If any areas have been identified for urgent attention before the programme is offered again please provide a specific response to them here:*

None to note.

### **Response to questions 1-7 (and related comments)**

*Schools may provide a general response; however, where Examiners raise specific points these must be addressed individually:*

It is reassuring to note that the programme has improved and developed during your appointment as External Examiner.

## **Standards**

### **Response to questions 8 to 16 (and related comments)**

*Schools may provide a general response; however, where Examiners raise specific points these must be addressed individually:*

Your observations regarding the quality of student work reflect those of the programme team. Their experience is that the work produced by students for their optional modules and student project is of a very high standard. Students appreciate the opportunity to focus on an area of personal interest and really step up to the mark with their research and approach to the associated assessment with their optional modules.

## **Assessment and Feedback**

### **Response to questions 17 to 19 (and related comments)**

*Schools may provide a general response; however, where Examiners raise specific points these must be addressed individually:*

Many thanks for your vote of confidence in our assessment methods.

## **The Progression and Awards Process**

### ***Response to questions 20-35 (and related comments)***

*Schools may provide a general response; however, where Examiners raise specific points these must be addressed individually:*

It is pleasing to note that all processes have proceeded smoothly and equitably from your perspective.

## **Other comments**

### ***Response to items included in the 'Other Comments' section of the report***

Many thanks for your support as External Examiner for the Radiography programme for the past four years. Your contribution and advice as a 'critical friend' has been important during the changes that the programme team have faced, particularly during the review and subsequent move from the School of Healthcare to the School of Medicine. We are grateful that you adapted seamlessly to the changes in processes and procedures following this move.

The programme team particularly valued your input in the investigation of the high fail rate in HECS 2147 Medical Imaging Science exam in the 2015/2016 period. They report that you conducted a very thorough investigation and we were able to confidently feedback to the students involved.

We wish you the very best in your future endeavours in radiography education.