

# The University of Leeds

## EXTERNAL EXAMINER'S REPORT

ACADEMIC YEAR: 2016-17

### Part A: General Information

#### Subject area and awards being examined

<i>Faculty / School of:</i>	Faculty of Medicine and Health / School of Medicine
<i>Subject(s):</i>	Radiography
<i>Programme(s) / Module(s):</i>	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)
<i>Awards (e.g. BA/BSc/MSc etc):</i>	BSc (Hons) Radiography

---

### 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.

Introduction to the Role of the Healthcare Professional (ARCS1112): This module ran for the first time this year, with teaching being shared with Introduction to Professional Issues for Healthcare Scientists. Areas of good practice within this module were the teaching, marking and moderation arrangements. The students were taught in groups, with each group having an identified supervisor; the identified supervisor then marked the work of their group, with moderation being undertaken by another member of the teaching team. This consistent, supportive approach is ideal for students in their first year embarking on an essay. It also offers them the opportunity to work with a member of staff in a supervisory capacity as they would for their research project.

Professional Practice 3 (ARCS3268) Commenting exam: I want to note the commenting exam as an area of good practice. This is a challenging, yet very fair examination. The level of detail required by the students in their answers is high, but wholly appropriate. The way in which the questions are structured and the detail required in the student's answers really tests their ability to review radiographic images in detail and offer structured answers, including a radiographic comment.

The range of assessments is excellent; in particular I like the poster in Diagnostic Imaging Technique 2 (HECS2206), for which students have to think about how to present information to a target audience, whilst offering a well-researched piece of work. I also like the teaching resource assessment for Diagnostic Imaging Technique 3 (HECS3269), where students have to demonstrate knowledge, and the ability to present this to a target audience in an innovative way.

### Enhancements made from the previous year

Please highlight any enhancements made to the programme(s) or processes over the past year in this box.  
The Programme Team have continued to offer detailed assessment guidance to students across the programme.

Feedback continues to be detailed and constructive.

### 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

### For Examiners in the first year of appointment **N/A**

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 **N/A**

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*

## Standards

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

*Please use this box to explain your overall impression of the programme structure, design, aims and intended learning outcomes.*

The BSc (Hons) Radiography programme is well structured; each year has a specific focus, which is evident in the Programme Handbook. The structure and integration of the modules is appropriate; the design and flow of the modules enables students to develop the essential knowledge base in the first year, which is then built on in years two and three, with appropriate application to clinical practice.

The range of assessments is excellent and wholly appropriate for each module.

The aims and intended learning outcomes for the modules, and the programme as a whole, are entirely appropriate for the level of award and the subject area.

13.	Is the influence of research on the curriculum and learning and teaching clear?	Y
-----	---	---

*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)*

The teaching and learning within the BSc (Hons) Radiography programme is clearly influenced by research. The research focus and the research based framework of the programme are clearly articulated. Students are expected to utilise research based literature when undertaking assessments. The inclusion of the research module in the second year assesses the student's understanding of research and statistical methods; the way in which this is taught and assessed offers clear links and application to clinical practice. Students are well prepared for undertaking their research project in their third year.

14.	Does the programme form part of an Integrated PhD?	N
-----	--	---

*Please comment on the appropriateness of the programme as training for a PhD:*

15.	Does the programme include clinical practice components?	Y
-----	--	---

*Please comment on the learning and assessment of practice components of the curriculum here:*

The BSc (Hons) Radiography programme employs clinical assessments and a clinical portfolio within each academic year. The type of assessments (in terms of clinical skills being assessed) are appropriate for each level and become more complex in each subsequent year. The clinical assessment forms are appropriately structured to ensure that students are assessed against standards required for safe and effective practice, and offer opportunity for the assessing radiographer to offer constructive feedback. The clinical assessments, coupled with the portfolio, offer a robust, appropriate way of assessing the students clinical practice and their professional development throughout the programme.

16.	Is the programme accredited by a Professional or Statutory Regulatory Body (PSRB)?	Y
-----	--	---

Please comment on the value of, and the programme's ability to meet, PSRB requirements here:

The BSc (Hons) Radiography programme is approved by the regulatory body – the Health and Care Professions Council – and the professional body – the College of Radiographers. In addition the programme is also required to adhere to national subject benchmarks. The structure and content of the BSc (Hons) Radiography programme meets all PSRB requirements, ensuring that upon qualification, students are also meeting these standards.

## Assessment and Feedback

17.	Does the programme design clearly align intended learning outcomes with assessment?	Y
<p><i>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.</i></p> <p>The BSc (Hons) Radiography programme employs a range of academic and clinical assessment methods that allows knowledge, understanding and application of knowledge to be assessed. The types of assessment are appropriately balanced in each academic year; for each module, the assessment method(s) are aligned to the intended learning outcomes, thus enabling students to meet the requirements of each module and the award.</p> <p>All assessments are well structured; examination papers are always clearly worded and laid out, written assessments are equally clearly worded, and students are given detailed assessment guidance (in the form of guidance booklets or power point presentation delivered during class time) to support them in their work.</p> <p>I have always found marking to be clear and consistent, with clear evidence of internal moderation for all assessments. Student achievement is high, evidencing hard work and application from the student; however, this is also a clear indication of high quality teaching and learning from a dedicated and enthusiastic programme team.</p> <p>The classification of awards is appropriate.</p>		
18.	Is the design and structure of the assessment methods appropriate to the level of award?	Y
19.	Were students given adequate opportunity to demonstrate their achievement of the programme aims and intended learning outcomes?	Y

*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:*

The academic standards achieved by the students is excellent; their performance is comparable to students on other Diagnostic Radiography degree programmes with which I am familiar.

No weaknesses have been identified; the performance of students in a few specific assessments deserve individual comment:

ARCS3268 Professional Practice 3 commenting exam: this is a challenging, yet fair examination that tests the students' ability to review radiographic images. The detail required in answers is high; it is pleasing to see, therefore, a 100% pass rate, with eleven students achieving a mark of 70% or above.

ARCS1111 Diagnostic Imaging Technique 1: an excellent performance was noted. Thirty six students achieved a mark of 70% or above, with the top mark being 98%.

The marks for HECS2206 Diagnostic Imaging Technique 2 were equally pleasing, with significant numbers of students achieving a mark of 70% or above for the examination (thirty students) and the poster (twenty three students).

Finally, ARCS3205 Paediatric Radiography deserves mention: this module has run for the first time as a third year option module. There as a 100% pass rate with seven students achieving a mark of 70% or above.

*Please use this box to provide any additional comments you would like to make in relation to assessment and feedback:*

## 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
21.	Was the progression and award guidance provided sufficient for you to act effectively as an External Examiner?	Y
22.	Did you receive appropriate programme documentation for your area(s) of responsibility?	Y

23.	Did you receive appropriate module documentation for your area(s) of responsibility?	Y
24.	Did you receive full details of marking criteria applicable to your area(s) of responsibility?	Y
25.	Were you provided with all draft examination papers/assessments?	Y
26.	Was the nature and level of the assessment questions appropriate?	Y
27.	Were suitable arrangements made to consider your comments on assessment questions?	Y
28.	Was sufficient assessed work made available to enable you to have confidence in your evaluation of the standard of student work?	Y
29.	Were the examination scripts clearly marked/annotated?	Y
30.	Was the choice of subjects for final year projects and/or dissertations appropriate?  <b>I do not have responsibility for the research project in year 3</b>	N/A
31.	Was the method and standard of assessment appropriate for the final year projects and/or dissertations?  <b>I do not have responsibility for the research module in year 3</b>	N/A
32.	Were the administrative arrangements satisfactory for the whole process, including the operation of the Progression and Awards Board?	Y
33.	Were you able to attend the Progression and Awards Board meeting?	Y
34.	Were you satisfied with the recommendations of the Progression and Awards Board?	Y
35.	Were you satisfied with the way decisions from the School Special Circumstances meeting were communicated to the Progression and Awards Board?	Y
<i>Please use this box to provide any additional comments you would like to make on the questions above:</i>		

**Other comments**

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

Thank you to the Programme Team and the programme administrators for their support during the year, thus enabling me to carry out my role. I have a good relationship with the Programme Team, which ensures that constructive dialogue can take place when required. Throughout the year, any comments I have made about assessments, and any queries I have had about marking have been address satisfactorily and without delay.

14/08/2017



**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.

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

Many thanks for noting our range of assessments. The Radiography Team confirm that it is important to provide opportunities for all students to be able to excel in methods of assessment that they consider as their strengths. They report that there are many formative activities to help students to grasp and prepare for the assessment methods they may possibly struggle with.

The use of posters and patient information leaflets as an assessment method encourages students to think about information from a patient's perspective or another healthcare professional who may not be as familiar with imaging.

The teaching resource for HECS3269 will hopefully help to prepare new graduates for the times when they themselves will be working with students. The programme team are exploring ways of getting first year students involved in the marking and feedback of these teaching resources.

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

The programme team will seek to ensure that for the next academic session all students will receive individualised and detailed feedback on their exams.

**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:

None to note

**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:

Many thanks for the reassurance that the Radiography programme continues to be robust and meet the required standards of the profession.

**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 comments regarding assessment processes. Your input and feedback on assessments and processes helps to ensure that we are assessing our students fairly, robustly, transparently and with parity.

***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:*

Your encouraging comments will be forwarded to the respective module leaders within the programme team. Your comments regarding the Paediatric Radiography module are particularly welcome in light of the fact that this was a new module for this academic session.

**Other comments**

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

Many thanks for your continued support as External Examiner for BSc Radiography. The programme team report that your contribution and advice as a 'critical friend' is provided in a very supportive and constructive manner. We look forward to working with you during the forthcoming academic year.

