

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:	Faculty of Medicine and Health / School of Medicine
Subject(s):	<i>Medical Imaging (All Modules)</i>
Programme(s) / Module(s):	Intercalated BSc Medical Imaging MSc Medical Imaging
Awards (e.g. BA/BSc/MSc etc):	BSc/MSc

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

Points of innovation and/or good practice

The majority of the work seen by the external examiner has been produced to a very good standard, to reflect the quality of the teaching and resources available to the students and the overall quality of the teaching and learning staff.

Enhancements made from the previous year

This is difficult to gauge in my first year as external examiner.

Matters for Urgent Attention

Given the complaint from students in relation to the Medical Image Analysis exam (MEDP5318M), I feel that the assessment type/style should be changed for this module. This assessment is taken by students on both programmes, so has the potential to have a big impact. After discussion with the programme leads it has become apparent that there have been various issues with this assessment for the last three years with no firm plan in place for improvement. It may be worthwhile suggesting a change in leadership for this module.

Module evaluation has been poor in previous years.

For module MEDP3509 the research projects were independently marked by two markers but the marks were not initially agreed by consensus; instead that had initially been averaged. This was quickly rectified to the satisfaction of the external examiner but this shouldn't happen again.

For Examiners in the first year of appointment

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

For Examiners completing their term of appointment

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

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
<p>Please use this box to explain your overall impression of the programme structure, design, aims and intended learning outcomes.</p> <p><i>The MSc and BSc programmes appear to attract a high calibre of student and this is reflected in the general quality of the work and the marks achieved. The level of assessment is appropriate and the exams appear to set a good challenge for the students. Perhaps there could be more variety in the type of assessment offered to the students, but the current set-up is more than adequate to meet the intended learning outcomes.</i></p>		
13.	Is the influence of research on the curriculum and learning and teaching clear?	Y
<p>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)</p> <p><i>Could do a bit more to communicate information about the quality and type of research conducted by the wider team within Medical Imaging.</i></p>		
14.	Does the programme form part of an Integrated PhD?	N
<p>Please comment on the appropriateness of the programme as training for a PhD:</p> <p><i>The quality of the work produced and the award of degree attained suggests that many of the students who complete the MSc and BSc programme would ultimately be suitable to go on and study for a PhD.</i></p>		
15.	Does the programme include clinical practice components?	N
<p>Please comment on the learning and assessment of practice components of the curriculum here:</p>		
16.	Is the programme accredited by a Professional or Statutory Regulatory Body (PSRB)?	N
<p>Please comment on the value of, and the programme's ability to meet, PSRB requirements here:</p>		

Assessment and Feedback

17.	Does the programme design clearly align intended learning outcomes with assessment?	Y
<p>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.</p>		

Assessment is completed by a combination of unseen written exam, and coursework. The type of assessment is suitable and aligned to the learning outcomes of the modules. Perhaps consider wider variety of assessment type. The award of marks and classification of degree has been performed transparently and well explained at all meetings attended by the external examiner.

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:

Excellent academic standards in general; a very high standard of work produced. Credit to the teaching and learning team.

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

Always ensure that the name and contact details of the marker are clear on the exam paper or assignment.

The Progression and Awards Process

20.	Were you provided with guidance relating to the External Examiner's 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?	?*
31.	Was the method and standard of assessment appropriate for the final year projects and/or dissertations?	Y
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

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

**Difficult for me to comment on this.*

*** All meetings were attended wither in person or via Skype/Telephone*

I sometimes feel that the mark allocation for some exam questions is too high and it could be difficult to see exactly where individual marks are awarded. I only recommend a review of this in respect of protecting the marking team from a potential dispute over how marks were awarded. However, I am unaware of any student complaints about this, so I do not see this as a big issue.

Other comments

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

Very friendly team. In general, excellent organisation, good contact and very good administration. A pleasure to work with.

Name of School and Head of School (or nominee)

Title and Name of Responder:

Position*:

Faculty / School of:

Address for communication:

Email:

Telephone:

Programme Leader, BSc (Hons) Medical Imagin

Medicine

*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. 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

We are continuing to improve on material that supports student learning, including more on-line and computer simulation based material.

Response to Enhancements made from the previous year**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:

We will take actions to change the assessment for the year 17-18. For 18-19 we are introducing a revised programme design with does not contain MEDP3518- this module will be withdrawn. We will re-affirm our processes for project marking at the next PMC, and ensure that our procedures are complied with.

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:

We are pleased that _____ was provided with the necessary materials and support.

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:

We are pleased to note _____'s comments regarding the calibre of students attracted to the programme and the quality of their work. We have added an action plan to ensure that the final mark for the project is as a result of consensus between markers and not averaged.

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:

We are pleased to note the positive comments regarding academic standards on the programme. With the revision to the programme the assessment will be reviewed to ensure it assess the ILO and where appropriate incorporate a variety of assessments.

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:

We will ask the research project manager to let _____ see the research projects available to students in semester two. We note the remarks regarding examination marks, and will be mindful of the comments in our internal review of assessments, and would always act upon any specific comments our external examiner may wish to make on assessments during their approval.

Other comments

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

_____ has been extremely supportive of the programme team, _____ comments have been insightful. We look forward to working with _____ in the future.