

EXTERNAL EXAMINER'S REPORT

ACADEMIC YEAR: 2016-17

Part A: General Information

Subject area and awards being examined

Faculty / School of:	Leeds Institute of Cardiovascular and Metabolic Medicine
Subject(s):	Diagnostic Imaging
Programme(s) / Module(s):	MSc/PgD/PgC Diagnostic Imaging Programme Modules: HECS 5219M - Gynaecological Ultrasound HECS 5220M - General Medical Ultrasound HECS 5015M - Professional Workbased Learning HECS 5254M - Focussed Negotiated Imaging Practice ARCS 5219M - Gynaecological Ultrasound ARCS 5220M - General Medical Ultrasound ARCS 5253M - Obstetric Ultrasound ARCS 5012M - Professional Workbased Learning 1& 2 ARCS 5258M – Professional Issues in Diagnostic Imaging
Awards (e.g. BA/BSc/MSc etc):	MSc/PgD/PgC

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. The OSEs used for the ARCS 5219M Gynaecological Ultrasound module, the ARCS 5220M General Medical Ultrasound module and the ARCS 5253M Obstetric Ultrasound module are a particular area of good practice because they test the students' ability to link theory to clinical practice.

Enhancements made from the previous year

Please highlight any enhancements made to the programme(s) or processes over the past year in this box. Nil that I have been involved in.

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. Nil.

For Examiners in the first year of appointment

1.	Were you provided with an External Examiner Handbook?	Y / N
2.	Were you provided with copies of previous External Examiners' reports and the School's responses 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 an 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 / 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>Please use this box to explain your overall impression of the programme structure, design, aims and intended learning outcomes.</p> <p>The Programme Aims and Intended Learning Outcomes are entirely commensurate with the level of the award. The Intended Learning Outcomes of the modules are appropriate, as is the structure and content of the Programme. The standards are appropriate for the PgC, PgD and MSc awards.</p>		
13.	Is the influence of research on the curriculum and learning and teaching clear?	Y / N
<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>The curriculum is contemporary, and the learning, teaching and assessment methods employed, appear to be influenced by research.</p>		
14.	Does the programme form part of an Integrated PhD?	Y / N
<p>Please comment on the appropriateness of the programme as training for a PhD:</p> <p>N/A</p>		
15.	Does the programme include clinical practice components?	Y / N
<p>Please comment on the learning and assessment of practice components of the curriculum here:</p> <p>Students are required to successfully complete several periods of clinical education and training in order to achieve the qualifications. The OSEs used for the ARCS 5219M Gynaecological Ultrasound module, the ARCS 5220M General Medical Ultrasound module and the ARCS 5253M Obstetric Ultrasound module are a particular area of good practice because they test the students' ability to link theory to clinical practice.</p>		
16.	Is the programme accredited by a Professional or Statutory Regulatory Body (PSRB)?	Y / N
<p>Please comment on the value of, and the programme's ability to meet, PSRB requirements here:</p> <p>The Programme meets the Consortium for the Accreditation of Sonographic Education requirements.</p>		

Assessment and Feedback

17.	Does the programme design clearly align intended learning outcomes with assessment?	Y / N
<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> <p>An appropriate and interesting range of assessment methods is used throughout this programme to give students similar opportunities to demonstrate their achievement of the Aims and ILOs as students on comparable courses. The arrangements for the marking of modules and the classification of awards appear entirely fair and appropriate. The quality of the teaching, learning and assessment methods, as indicated by student performance, appears high.</p>		

18.	Is the design and structure of the assessment methods appropriate to the level of award?	Y / N
19.	Were students given adequate opportunity to demonstrate their achievement of the programme aims and intended learning outcomes?	Y / N

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 standard of the Programme is comparable with similar programmes at other higher education institutions.

HECS 5219M Module: Gynaecological Ultrasound

I have had an opportunity to review and approve the questions, images, expected answers and spread of topics for the OSE.

HECS 5220M Module: General Medical Ultrasound

I have had an opportunity to review and approve the questions, images, expected answers and spread of topics for the OSE. The range of academic marks for the 20 students in this cohort (1 x fails; 4 x pass; 6 x merits and 9 x distinctions) indicates that this is a mostly strong cohort of students who have been stretched academically by the teaching team in order to reach their full potential.

HECS 5015M - Professional Workbased Learning

The range of marks for this module cohort of 4 students was 1 x fail; 1 x pass; 1 x merit and 1 x distinction.

ARCS 5012M - Professional Workbased Learning 1

The range of marks for this module cohort of 4 students was 1 x pass and 3 x merit.

ARCS 5258M – Professional Issues in Diagnostic Imaging

This was a large cohort of 42 students. I reviewed the work of 8 students across all four bands (2 x fails; 2 x pass; 2 x merits and 2 x distinctions). The range of academic marks for the 42 students in this cohort (1 x tbc; 2 x fails; 8 x pass; 24 x merits and 7 x distinctions) appears to be a normal distribution.

ARCS 5219M - Gynaecological Ultrasound

This was a cohort of 23 students. I reviewed the OSE papers of 7 students (6 x first sit and 1 x resit) and the Case Reports of 5 students (2 x first submission and 3 x resubmission). The range of academic marks for the 23 students in this cohort (1 x fails; 12 x pass; 7 x merits and 3 x distinctions) appears to be a normal distribution.

ARCS 5220M - General Medical Ultrasound

This was a cohort of 21 students and I reviewed the OSE papers of 6 students (6 x first sit) and the Case Reports of 5 students (5 x first submission). The range of academic marks for the 21 students in this cohort was 4 x fails; 0 x pass; 4 x merits and 12 x distinctions, with 5 students achieving marks of 80% or above.

ARCS 5253M - Obstetric Ultrasound

This was a cohort of 22 students. I reviewed the OSE papers of 7 students (6 x first sit and 1 x resit) and the Case Reports of 5 students (4 x first submission and 1 x resubmission). The range of academic marks for the 22 students in this cohort (3 x fails; 5 x pass; 7 x merits and 7 x distinctions) appears to be a normal distribution.

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

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 / N
21.	Was the progression and award guidance provided sufficient for you to act effectively as an External Examiner?	Y / N

22.	Did you receive appropriate programme documentation for your area(s) of responsibility?	Y / N
23.	Did you receive appropriate module documentation for your area(s) of responsibility?	Y / N
24.	Did you receive full details of marking criteria applicable to your area(s) of responsibility?	Y / N
25.	Were you provided with all draft examination papers/assessments?	Y / N
26.	Was the nature and level of the assessment questions appropriate?	Y / N
27.	Were suitable arrangements made to consider your comments on assessment questions?	Y / N
28.	Was sufficient assessed work made available to enable you to have confidence in your evaluation of the standard of student work?	Y / N
29.	Were the examination scripts clearly marked/annotated?	Y / N
30.	Was the choice of subjects for final year projects and/or dissertations appropriate?	N / A
31.	Was the method and standard of assessment appropriate for the final year projects and/or dissertations?	N / A
32.	Were the administrative arrangements satisfactory for the whole process, including the operation of the Progression and Awards Board?	Y / N
33.	Were you able to attend the Progression and Awards Board meeting?	Y / N
34.	Were you satisfied with the recommendations of the Progression and Awards Board?	Y / N
35.	Were you satisfied with the way decisions from the School Special Circumstances meeting were communicated to the Progression and Awards Board?	Y / N
<p><i>Please use this box to provide any additional comments you would like to make on the questions above:</i></p>		

Other comments

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

Name of School and Head of School (or nominee)

Title and Name of Responder:

Position*:

Faculty / School of:

Address for communication:

Email:

Telephone:

Director of Postgraduate Studies *on behalf of* the Director of Student Education

Faculty of Medicine and Health School of 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

The School notes that you identified the Observed Structured Examinations (undertaken as part of the assessment for all the clinical modules) as an area of good practice as they test the students' ability to link theory to clinical practice, because this is an important aspect of the modules and programmes.

Response to Enhancements made from the previous year

N/A

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:

N/A

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 noted that you have observed improvements in the programme(s) over the period of your appointment and that the Programme Team has responded to comments and recommendations you have made.

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:

You felt that the overall programme structure is coherent and appropriate for the level of study and that the programme structure allow the programme aims and intended learning outcomes to be met. You also agreed that the Intended Learning Outcomes of the modules are appropriate, as is the structure and content of the Programme. The standards are appropriate for the postgraduate awards and meets the Consortium for the Accreditation of Sonographic Education requirements.. You comment that students are required to successfully complete several periods of clinical education and training in order to achieve the qualifications and that the OSEs used for the ARCS 5219M Gynaecological Ultrasound module, the ARCS 5220M General Medical Ultrasound module and the ARCS 5253M Obstetric Ultrasound module are a particular area of good practice because they test the students' ability to link theory to clinical practice. You recognise that an appropriate and interesting range of assessment methods are used throughout this programme to give students similar opportunities to demonstrate their achievement of the Aims and ILOs as students on comparable courses. The

arrangements for the marking of modules and the classification of awards appear entirely fair and appropriate. The quality of the teaching, learning and assessment methods, as indicated by student performance, appears high.

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:

The School notes that you considered that the Team utilised an appropriate and interesting range of assessment methods throughout this programme to give students similar opportunities to demonstrate their achievement of the Aims and ILOs as students on comparable courses. You also state that the arrangements for the marking of modules and the classification of awards appear entirely fair and appropriate and that the quality of the teaching, learning and assessment methods, as indicated by student performance, appears high.

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 are pleased to note that your experience of the Progression and Awards Process was good and that this was administered appropriately.

Other comments

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

As this is your final year as an external examiner for the Diagnostic Imaging programmes, the School thanks you for your continued support and constructive external scrutiny of these programmes over the last 4 years.

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:	UNIVERSITY OF LEEDS Leeds Institute of Cardiovascular and Metabolic Medicine
Subject(s):	<i>Post Graduate Diagnostic Imaging</i>
Programme(s) / Module(s):	MSc in Diagnostic Imaging
Awards (e.g. BA/BSc/MSc etc):	MSc/PG Dip/PG Cert in Diagnostic Imaging

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.

A good mix of assessment methods across modules including some elements of student choice and negotiated assessment task.

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 was re-approved in March 2016 and a range of enhancements incorporated at both programme and module level. The team are to be congratulated on a successful and constructive event.

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

NA

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?	NA
3.	Were you provided with a External Examiner Mentor?	NA

For Examiners completing their term of appointment

4.	Have you observed improvements in the programme(s) over the period of your appointment?	Y
5.	Has the school responded to comments and recommendations you have made?	Y
6.	Where recommendations have not been implemented, did the school provide clear reasons for this?	NA
7.	Have you acted as an External Examiner Mentor?	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 work that I have reviewed this year demonstrates a very good level of student achievement. The academic team have maintained high standards of assessment, feedback and internal moderation. The overall assessment strategy is entirely appropriate for this clinically focused but flexible programme, allowing students to negotiate assessment topics relevant to their practice.

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 programme achieves an excellent balance between the prescriptive requirements of profession specific accredited awards and the flexibility to allow a broad range of students to meet their individual (and highly varied) personal learning objectives.

The flexibility afforded by the negotiated modules allows the team to respond quickly to clinical service needs.

The programme structure, design, aims and broad learning outcomes are consistent with similar UK based diagnostic imaging programmes.

13.	Is the influence of research on the curriculum and learning and teaching clear?	Y
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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 revalidated programme has been shaped in response to high level engagement by members of the academic team with national consultation and active research.

There is clear evidence that students are encouraged and supported to undertake primary research in completion of the final stage MSc award. This is unusual within the sector due to NHS pressures and the timescales required for NRES ethical approvals.

14.	Does the programme form part of an Integrated PhD?	N
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Please comment on the appropriateness of the programme as training for a PhD:

15.	Does the programme include clinical practice components?	Y
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Please comment on the learning and assessment of practice components of the curriculum here:

There is a well-supported programme of student clinical placement activity. This is a key component of the student learning experience. This is built upon excellent partnership arrangements with clinical providers and support for practice based mentors/

A rigorous process is in place for assessment of clinical competence.

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

The programme is fully compliant with requirements for accreditation by the Consortium for Accreditation of Sonographic Education (CASE) and the College of Radiographers.

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 overall assessment strategy allows effective review of student achievement of the programme learning outcomes. There is flexibility within a high proportion of individual module assessment tasks that allows students a degree of scope to negotiate assessment topics relevant to their clinical practice.</p> <p>Clear evidence of a rigorous and consistent approach to marking and moderation.</p> <p>Detailed and helpful feedback was provided for the assignments that I have reviewed.</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
<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></p> <p>Student performance is very good and consistent with national standards.</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> <p>The programme team have respond quickly to any of my queries relating to the marking and moderation process.</p>		

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?	Y
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
<p><i>Please use this box to provide any additional comments you would like to make on the questions above:</i></p> <p>Communication and administrative support have been excellent.</p>		

Other comments

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

This is an excellent programme with a strong and well deserved national reputation.
Well done.

Part C: School Response to External Examiner Report**Name of School and Head of School (or nominee)**

Title and Name of Responder:

Position*:

Faculty / School of:

Address for communication:

Email:

Telephone:

Director of Postgraduate Studies *on behalf of* the Director of Student Education

Faculty of Medicine and Health School of 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 gat@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

The School notes that you consider the mix of assessment methods across modules with some evidence of student choice/negotiated assessment to be good practice and the programme team will continue to offer these choices where appropriate

Response to Enhancements made from the previous year

Thank you for your positive response to the range of enhancements incorporated at both programme and module level following the revalidation of the programme in March 2016

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:

N/A

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:

The School is grateful to you for the assistance you have provided as an external examiner in ensuring that the Diagnostic Imaging programme has appropriate standards in 2016-17.

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:

It is extremely encouraging that you consider the programme has achieved an excellent balance between the prescriptive requirements of profession specific accredited awards and the flexibility to allow students to meet their individual learning objectives. You also consider that the flexibility of the negotiated modules allows the team to respond quickly to clinical service needs and the excellent partnership arrangements we have with clinical departments offering placement to our students. It is

important the you consider that the programme structure, design, aims and broad learning outcomes are consistent with similar UK based diagnostic imaging programmes

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:

The School notes there is clear evidence of a rigorous and consistent approach to marking and moderation and that detailed/helpful feedback is provided.

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:

Thank you for your flexible approach to the Committee of Assessment meetings and the contribution you have made to ensuring that students received their module marks and awards in a timely manner.

Other comments

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

The programme team appreciates the positive comments you have made regarding the programme and we look forward to working with you in 2017-18.