

The University of Leeds
EXTERNAL EXAMINER'S REPORT

QAT received 24/10/19

ACADEMIC YEAR: 2017-18

Part A: General Information

Subject area and awards being examined

Title and Name of Examiner:

Faculty / School of:

UNIVERSITY OF LEEDS

Subject(s):

Leeds Institute of Cardiovascular and Metabolic Medicine

Programme(s) / Module(s):

Post Graduate Diagnostic Imaging

Awards (e.g. BA/BSc/MSc etc):

MSc 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.

The MSc Diagnostic Imaging programme and interim awards continue to offer a very good mix of learning and assessment opportunities across modules including elements of student choice and negotiated assessment tasks. This ensures that effective links are made between theory and current clinical practice and that learning outcomes are highly relevant to students own professional development.

The broad curriculum is ambitious and relevant to contemporary practice. Overarching programme objectives prepare students well for clinical practice and students are supported effectively by the academic team to meet these.

Enhancements made from the previous year

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

Since re-approval of the programme in 2016, the team have continued to respond to programme and module level feedback to ensure that enhancements have been implemented effectively.

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?	Y
3.	Were you provided with an 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?	Yes
5.	Has the school responded to comments and recommendations you have made?	Yes
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?	NA

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.

Once again, the work that I have reviewed this year demonstrates a very good level of student achievement. The academic team continue to maintain high standards of assessment, feedback and internal moderation. The overall learning, teaching and assessment strategy is entirely appropriate for this clinically focused but flexible programme, allowing students to negotiate topics relevant to their own practice.

Programme delivery includes a highly effective combination of clinical placement, face-to-face teaching and student directed study activities through a well-established 'blended' learning strategy. Simulation activities have been integrated into the student experience and the team continue to explore how these may be expanded to provide further on campus support for early stage skills development.

The team continue to take a proactive approach to ensuring that the programme meets the standards required of a CASE accredited programme. They have been open to feedback and responsive to suggestions throughout our discussions.

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)

From the work that I have reviewed (across staged awards) there is clear evidence of student engagement with current research. There is scope within each module for students to engage with relevant literature and for development of critical evaluation and appraisal skills. Feedback on assessed work continues to be of high quality and signposts students towards areas where these appraisal skills can be further developed.

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-established 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 ongoing support for practice based mentors.

A rigorous process is in place for independent assessment of clinical competence.		
16.	Is the programme accredited by a Professional or Statutory Regulatory Body (PSRB)?	Y
<p><i>Please comment on the value of, and the programme's ability to meet, PSRB requirements here:</i></p> <p>The programme is fully compliant with requirements for accreditation by the Consortium for Accreditation of Sonographic Education (CASE) and the College of Radiographers.</p>		

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 continues to allow 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>Once again, I have seen clear evidence of a rigorous and consistent approach to marking and moderation.</p> <p>Detailed and helpful feedback was provided for all assignments that I have reviewed. Since my tenure began, I have noted a significant improvement in advice to students on how future work can be improved. <i>Feedforward</i> is now evident in most of the modules 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>Overall 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 team continue to be responsive to suggestions and the processes for internal / external moderation have worked well.</p> <p>Where student mitigating or extenuating circumstances have been reported, the team have responded with clarity and have provided excellent student support.</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. Thank you for facilitating telephone conferencing when I have been unable to attend in person.</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 MSc programme with a strong and very well deserved national reputation.

The team have been a pleasure to work with.

Well done.

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

Subject(s):

Cardiovascular and Metabolic Medicine

Programme(s) / Module(s):

Post Graduate Diagnostic Imaging

Awards (e.g. BA/BSc/MSc etc):

PG Cert

Title and Name of Responder:

Position*:

Director of Student Education – TPG-SoM / Programme Lead

Faculty / School of:

Medicine & Health

Address for communication:

School of Medicine
Worsley Building
Clarendon Way, Leeds LS2 9PL

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 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

We are pleased that you have identified that the programme and interim awards offer a very good mix of learning and assessment opportunities across modules including elements of student choice and negotiated assessment task, which you feel ensures that effective links are made between theory and current clinical practice. You have also recognised that the broad curriculum is ambitious and relevant to contemporary practice. Overarching programme objectives prepare students well for clinical practice and students are supported effectively by the academic team to meet these.

Response to Enhancements made from the previous year

We are pleased that you recognise that the team have continued to respond to programme and module level feedback to ensure that enhancements have been implemented effectively.

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:

There are no matters that require urgent attention

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 note that this is your final year in post and we would like to thank you for the support and guidance you have given the team over the period of your appointment.

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 that you consider that the work that reviewed this year demonstrates a very good level of student achievement and that you feel that the academic team continue to maintain high standards of assessment, feedback and internal moderation.

It is helpful that you have identified our increased use of simulation, which have been integrated into the student experience and would like to reassure you that the team will continue to explore how these may be expanded to provide further on campus support for early stage skills development.

As we encourage utilise current research and have ensured there is scope within each module for students to engage with relevant literature in order to develop critical evaluation/appraisal skills; we are pleased that this is evident. It is also noted that you feel that the feedback on assessed work is of a high quality and signposts students towards areas where these appraisal skills can be further developed.

The team will also continue to take a proactive approach to ensure that the programme meets the standards required of a CASE accredited programme and will remain open to feedback and suggestions. Your advice during the term of your appointment will be utilised when we revalidate the programme in 2021.

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 that you were able to identify the improvement in the advice given to students using 'Feed forward' to ensure students are fully aware of what is required in future submissions to improve their marks.

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 useful to know that you found communication and administrative support to be excellent and we agree that the use of telephone conferencing has been a very useful way to ensure that CoA meetings can go ahead without the need for attendance in person.

Other comments

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

We are extremely pleased that you assess this to be an excellent programme with a strong and well deserved national reputation. Thank you for all your valued support, encouragement and advice.