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ASSESSMENT OF PIONEER RADIOGRAPHY STUDENTS' PERCEPTIONS OF RADIOGRAPHY PROGRAMME STRUCTURE AND PROSPECTS AT OSUN STATE UNIVERSITY

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ABSTRACT

The objective of this study was to assess the perception of pioneering students in the undergraduate radiography programme at Osun State University across five dimensions: programme structure, theory-practice balance and clinical readiness, teaching quality, facilities and resources, and overall satisfaction. A cross-sectional descriptive survey was conducted using census sampling, with a structured questionnaire distributed to 48 students. Quantitative data were analysed descriptively, and qualitative responses were thematically categorised. Of 45 participants, most were aged 21–25 years (84.4%), female (66.7%), and entered via UTME (68.9%). Satisfaction with programme structure was moderate (mean = 3.20), though course content relevance rated higher (mean = 3.91). Theory-practice balance (mean = 2.69) and clinical exposure (mean = 2.64) received the lowest ratings. Teaching quality was the highest-rated domain, with faculty approachability scoring highest overall (mean = 4.64). Resource and facility ratings were moderate; clinical site equipment was rated lowest within that domain (mean = 3.13). Despite these deficiencies, 71.1% felt well-prepared for practice and 91.1% would recommend the programme. The study concludes that while teaching quality is highly valued, significant gaps exist in theory-practice integration, clinical exposure, and practical training infrastructure. Targeted investment in clinical placements, simulation facilities, and equipment access is needed to complement instructional strengths and ensure graduates are adequately prepared for independent professional practice.

1. INTRODUCTION

Sub-Saharan Africa (SSA) faces growing demands for medical imaging services amid a critical shortage of qualified radiography professionals (Ohene-Botwe *et al.,* 2025). A comprehensive review of the healthcare workforce across the WHO Africa region documented an acute shortage of radiography professionals serving the entire continent (Ahmat *et al.,* 2022) with estimates suggesting figure substantially lower than the United Kingdom's national workforce (Ohene-Botwe *et al.,* 2025). This severe workforce shortage suggests that insufficient training capacity for new radiography professionals and inadequate retention strategies are undermining the provision of medical imaging and radiotherapy services essential for accurate diagnosis and effective treatment of critical health conditions across the region.

Compounding this workforce challenge is the significant heterogeneity in radiography education across SSA. Analysis of survey responses from

from radiography educators and professionals across 23 SSA countries revealed substantial variation in programme duration, curriculum content, and clinical training modalities (Susiku *et al.,* 2026). While curricula predominantly emphasized plain x-ray radiography and general ultrasound, coverage of advanced imaging modalities (including Computed Tomography (CT), Magnetic Resonance Imaging (MRI), nuclear medicine (NM), and radiotherapy (RT)) remained limited (Susiku *et al.,* 2026). Factor analysis identified core imaging expertise as the strongest predictor of graduate competence, with clinical placements proving crucial for developing proficiency in cross-sectional imaging. Notably, competencies in CT and ultrasound demonstrated only moderate development at graduation, whereas skills in MRI, NM, and radiotherapy were typically acquired through on-the-job training rather than formal education (Susiku *et al.,* 2026). These disparities in educational preparation intensify pressure on degree-awarding institutions to ensure graduates are adequately prepared for contemporary clinical practice (Ng, White, & McKay 2007; McNulty, England, & Shanahan, 2021).

Radiography education occupies a unique position within healthcare education, requiring a delicate integration of theoretical knowledge, technical competence, and clinical acumen (Ng, White, & McKay 2007). Unlike purely academic disciplines, radiography programs must prepare students for immediate entry into clinical practice upon graduation, where they will be responsible for producing diagnostic-quality images while ensuring patient safety and radiation protection (Ng, White, & McKay 2007; Di Michele *et al.,* 2024). This dual demand places particular pressure on new training programmes to establish robust educational frameworks from inception.

In Nigeria specifically, radiography education has evolved considerably over recent decades, yet challenges persist regarding programme quality, resource adequacy, and alignment with clinical workforce needs (Ohagwu *et al.,* 2016; Elechi *et al.,* 2025). The establishment of new radiography programmes represents both an opportunity to address workforce shortages and a challenge to maintain educational standards amid limited resources and competing institutional priorities. For newly established programmes, understanding student perspectives becomes critical for several reasons: first, students serve as direct beneficiaries and on-site observers of educational quality; second, their perceptions of programme strengths and weaknesses provide actionable insights for continuous improvement; and third, early evaluation establishes baseline data essential for longitudinal quality monitoring and accreditation preparation.

Despite growing recognition of student feedback's importance in healthcare education quality assurance (Kilgour, 2011; Fowler & Wilford, 2016), significant gaps remain in the Nigerian radiography education literature. Most existing research focuses on established programmes (Chiegwu *et al.,* 2019; Umar *et al.,* 2024; Elechi *et al.,* 2025), leaving new or emerging programmes underrepresented in the

evidence base. Furthermore, few studies adopt comprehensive, multi-dimensional approaches to student experience evaluation, instead examining isolated components such as clinical placement or teaching methods. This fragmented approach may overlook important interrelationships among curriculum structure, teaching quality, resource availability, and overall student satisfaction that collectively shape educational outcomes and graduate preparedness.

This study addresses these gaps by comprehensively evaluating the perception of pioneering radiography students at the Osun State University, Nigeria.

Specifically, the study objectives were:

1. To assess the perception the programme structure among pioneering radiography students;
2. To assess the students' readiness for practice by evaluating their perception of the balance between theoretical instruction and practical application;
3. To assess the students' perception of teaching quality, including instructional effectiveness, faculty support, and feedback mechanisms;
4. To gain insight into the students' perception of available facilities and resources, encompassing laboratory equipment, clinical placement sites, and learning materials;
5. To assess the students' overall satisfaction with the programme, including perceived value and likelihood to recommend the programme to others.

By systematically documenting the experiences and perspectives of the pioneer student cohort, this study provides evidence to inform ongoing programme development, guide resource allocation decisions, and identify priority areas for quality improvement.

2. MATERIALS AND METHODS

This study deployed a cross-sectional, descriptive survey design to assess student perceptions of the recently established radiography programme at Osun State University. A quantitative approach was adopted to systematically assess multiple dimensions of the educational experience of pioneering students, using census sampling.

Data was collected over a three-week period between December 2025 and January 2026. This timeframe coincided with the completion of training for the pioneering students, when students had sufficient programme experience to provide informed perspectives on their training. Responses were obtained using a structured, self-administered questionnaire developed with Google Form and distributed to the pioneer students via their class representative. A pilot test was conducted with three students, after which the questionnaire was refined.

The questionnaire was designed to comprehensively assess students' perceptions across five key domains: demographics; perceptions of programme structure and organisation; the balance between teaching and clinical exposure; the quality of teaching and support; the availability of facilities and resources; and overall

satisfaction with the programme. A combination of response formats was employed in this study: a five-point Likert scale (ranging from "Strongly Disagree" to "Strongly Agree" or "Very Dissatisfied" to "Very Satisfied") for attitudinal items, multiple-choice questions for categorical variables, and open-ended questions to capture qualitative insights and additional comments. Participants provided informed consent by clicking an acknowledgment button before accessing the survey questions. Participants could withdraw at any point by simply closing the survey without submitting responses.

After the data collection period, responses were exported to Google Sheets for data management and presentation. Data were screened for completeness prior to reporting, after which it was cleaned. Quantitative data were presented with descriptive statistics, while qualitative responses were thematically categorised.

3. RESULTS

This comprehensive evaluation of the pioneering radiography students at Osun State University revealed a complex profile characterised by perception of exceptional teaching quality, along with significant concerns about the adequacy of practical training. Teaching-related dimensions received the highest ratings (lecturer expertise: 4.47; approachability: 4.64), while practical training components received the lowest ratings (theory-practice balance: 2.69; clinical exposure: 2.64).

Section A: Demographic Information

A total of 45 out of 48 eligible pioneer students completed the survey, yielding a response rate of 93.8%. The demographic characteristics of respondents are presented in **Table 1**. The majority of participants were aged 21-25 years (n=38, 84.4%), with smaller representations from other age groups: 26-30 years (n=4, 8.9%), 18-20 years (n=2, 4.4%), and 31-40 years (n=1, 2.2%). Female students comprised two-thirds of the sample (n=30, 66.7%), while male students accounted for one-third (n=15, 33.3%).

Most of the students entered through the Unified Tertiary Matriculation Examination (UTME) (n=31, 68.9%), followed by transfers from other departments within the institution (n=8, 17.8%); about 15% (n=6, 13.3%) entered through Direct Entry (DE). The vast majority of respondents (n=41, 91.1%) had no prior higher education qualifications before enrolling in the radiography programme, while only 4 students (8.9%) had a diploma before they began the programme.

Table 1: Demographic Characteristics of Respondents (N=45)

Characteristic	Category	Frequency (n)	Percentage (%)
Age Range	18-20 years	2	4.4
	21-25 years	38	84.4
	26-30 years	4	8.9
	31-40 years	1	2.2
Gender	Female	30	66.7
	Male	15	33.3
Mode of Admission	UTME	31	68.9
	Transfer from other departments	8	17.8
	Direct Entry	6	13.3
Previous Higher Education	Yes	4	8.9
	No	41	91.1

2 **Section B: Perception of Programme Structure**

Student perceptions of programme structure were assessed across four key dimensions: overall programme organization, relevance of course content, balances between theory and practice, and adequacy of clinical exposure. Results are summarized in **Table 2**.

Regarding the clarity and organization of the overall programme structure, responses showed moderate satisfaction with notable variation. Eighteen students (40.0%) rated the programme structure as moderately organized. However, a substantial minority (20%) expressed dissatisfaction. The mean rating was 3.20 (SD = 1.14), indicating overall moderate perception with considerable variability.

Students demonstrated notably positive perceptions regarding the relevance of course contents to current radiography practice. The majority of respondents ((n=29, 64.9%) either agreed (n=13, 28.9%) or strongly agreed (n=16, 35.6%) that course contents were relevant. The mean rating was 3.91 (SD = 1.00), reflecting generally favourable perception of curriculum relevance.

Assessment of the balance between theoretical and practical sessions revealed considerable dissatisfaction among students. This item received the lowest ratings within the programme structure domain. Sixteen students (35.6%) disagreed that the balance was adequate, while six (13.3%) strongly disagreed, representing 48.9% of respondents who expressed dissatisfaction. The mean rating was 2.69

(SD = 1.27), indicating perceived inadequacy in theory-practice balance.

Perceptions of clinical exposure sufficiency were similarly unfavourable, though slightly more varied than theory-practice balance ratings. Forty-six percent of the students reported that their clinical exposure was inadequate; only 22.2% reported it was sufficient. The mean rating was 2.64 (SD = 1.21), highlighting clinical exposure as a significant area of concern.

Table 2: Student Perceptions of Programme Structure (N=45)

Item	Rating Scale	n (%)	Mean ± SD
Clarity and organization of program structure	1 (Very Poor)	4 (8.9)	3.20 ± 1.14
	2 (Poor)	5 (11.1)	
	3 (Moderate)	18 (40.0)	
	4 (Good)	12 (26.7)	
	5 (Excellent)	6 (13.3)	
Relevance of course contents to practice	1 (Strongly Disagree)	1 (2.2)	3.91 ± 1.00
	2 (Disagree)	2 (4.4)	
	3 (Neutral)	13 (28.9)	
	4 (Agree)	13 (28.9)	
	5 (Strongly Agree)	16 (35.6)	
Balance between theory and practice	1 (Strongly Disagree)	6 (13.3)	2.69 ± 1.27
	2 (Disagree)	16 (35.6)	
	3 (Neutral)	12 (26.7)	
	4 (Agree)	6 (13.3)	
	5 (Strongly Agree)	5 (11.1)	
Sufficiency of clinical exposure	1 (Very Insufficient)	8 (17.8)	2.64 ± 1.21
	2 (Insufficient)	13 (28.9)	
	3 (Neutral)	14 (31.1)	
	4 (Sufficient)	6 (13.3)	
	5 (Very Sufficient)	4 (8.9)	

Section C: Perception of Teaching and Lecturing Quality

Student perceptions of teaching quality across four dimensions (lecturer expertise, teaching method effectiveness, feedback adequacy, and approachability/support) were overwhelmingly positive, representing the most favourable rated domain in the evaluation. Results are presented in **Table 3**.

Assessment of lecturers' knowledge and expertise in radiography yielded exceptionally high ratings. The vast majority of students rated the lecturer's expertise as either good (n=16, 35.6%) or excellent

(n=26, 57.8%), accounting for 93.3% of respondents. Only three students (6.7%) provided ratings at or below the neutral point. The mean rating was 4.47 (SD = 0.81), the highest across all evaluated dimensions in the study.

Beyond knowledge and expertise, perceptions of teaching method effectiveness were also highly favourable. Nearly all students (n=44, 97.8%) rated the teaching methods as neutral or higher. The mean rating was 4.02 (SD = 0.84), indicating strong overall satisfaction with pedagogical approaches.

The trend of positive reception of the lecturer continued with generally positive perceptions regarding the adequacy of feedback on assessments and practical sessions. The majority (n=42, 73.3%) of respondents indicated that lecturers provided feedback frequently, while only 6.7% reported receiving infrequent feedback. The mean rating was 4.00 (SD = 0.98).

Perceptions of lecturer approachability and supportiveness yielded the most unanimously positive responses in the entire survey. The overwhelming majority of students (n=42, 93.3%) strongly agreed that lecturers were approachable and supportive, while 10 students (22.2%) agreed. Only three students (6.7%) held neutral positions, and notably, no students expressed disagreement. The mean rating was 4.64 (SD = 0.58), representing the highest consensus and most favourable evaluation across all study dimensions.

Table 3: Student Perceptions of Teaching and Lecturing Quality (N=45)

Item	Rating Scale	n (%)	Mean ± SD
Lecturers' knowledge and expertise	1 (Very Poor)	1 (2.2)	4.47 ± 0.81
	2 (Poor)	1 (2.2)	
	3 (Moderate)	1 (2.2)	
	4 (Good)	16 (35.6)	
	5 (Excellent)	26 (57.8)	
Teaching method effectiveness	1 (Very Ineffective)	0 (0.0)	4.02 ± 0.84
	2 (Ineffective)	1 (2.2)	
	3 (Moderately Effective)	13 (28.9)	
	4 (Effective)	15 (33.3)	
	5 (Very Effective)	16 (35.6)	
Feedback adequacy	1 (Never)	1 (2.2)	4.00 ± 0.98
	2 (Rarely)	2 (4.4)	
	3 (Sometimes)	8 (17.8)	
	4 (Often)	16 (35.6)	
	5 (Always)	17 (37.8)	
Lecturer approachability and support	1 (Strongly Disagree)	0 (0.0)	4.64 ± 0.58
	2 (Disagree)	0 (0.0)	
	3 (Neutral)	3 (6.7)	
	4 (Agree)	10 (22.2)	
	5 (Strongly Agree)	32 (71.1)	

Section D: Perception of Resources and Facilities

Student evaluations of resources and facilities revealed moderate satisfaction with considerable variability across the three assessed dimensions: learning materials, radiography equipment and laboratory facilities, and clinical training site equipment. Results are summarized in **Table 4**.

Perceptions of learning material availability showed mixed responses distributed relatively evenly across the rating scale. Only 22 students (48.9%) rated availability as good or excellent, while 40% (n=18) were unsatisfied with it. The mean rating was 3.44 (SD = 1.21), indicating moderate overall perception with substantial variability.

Assessment of radiography equipment and laboratory facility adequacy yielded similar patterns of moderate satisfaction. Only 46.7% of the students were satisfied with what was available. The largest single group (n=18, 40.0%) were neutral, while the rest considered the facilities inadequate. The mean rating was 3.51 (SD = 1.02), reflecting moderate overall perception.

Perceptions of clinical training site equipment quality were notably less favourable than other resource dimensions. Only 17 students (37.8%) agreed that clinical sites were well-equipped, with 6 (13.3%) strongly agreeing and 11 (24.4%) agreeing. The mean rating was 3.13 (SD = 1.15), representing the lowest score within the resources and facilities domain.

Table 4: Student Perceptions of Resources and Facilities (N=45)

Item	Rating Scale	n (%)	Mean ± SD
Availability of learning materials	1 (Very Poor)	3 (6.7)	3.44 ± 1.21
	2 (Poor)	6 (13.3)	
	3 (Moderate)	14 (31.1)	
	4 (Good)	11 (24.4)	
	5 (Excellent)	11 (24.4)	
Adequacy of equipment and lab facilities	1 (Very Inadequate)	1 (2.2)	3.51 ± 1.02
	2 (Inadequate)	5 (11.1)	
	3 (Neutral)	18 (40.0)	
	4 (Adequate)	12 (26.7)	
	5 (Very Adequate)	9 (20.0)	
Clinical training site equipment	1 (Strongly Disagree)	4 (8.9)	3.13 ± 1.15
	2 (Disagree)	9 (20.0)	
	3 (Neutral)	16 (35.6)	
	4 (Agree)	11 (24.4)	
	5 (Strongly Agree)	6 (13.3)	

Section E: Overall Program Satisfaction and Professional Readiness

Despite identified areas requiring improvement, students demonstrated notably positive perceptions regarding their professional preparedness, employment confidence, and overall programme satisfaction. Results are presented in **Table 5**.

When asked whether the programme had prepared them well for professional practice, the majority of students responded affirmatively. Indeed, 71.1% (n=32) indicated the programme prepared them well. However, 13.3% of the students felt the programme could have better prepared them. The mean rating was 3.91 (SD = 0.96).

Regardless of their assumed readiness for professional practice, most students were confident they would secure employment after the programme. Thirty-six students (80.0%) expressed positive employment confidence. However, four students (8.9%) expressed low to no confidence. The mean rating was 4.11 (SD = 0.90), ranking among the highest in the evaluation.

Table 5: Overall Program Satisfaction and Professional Readiness (N=45)

Item	Rating Scale	n (%)	Mean ± SD
Program preparation for practice	1 (Not at all)	1 (2.2)	3.91 ± 0.96
	2 (Poorly)	2 (4.4)	
	3 (Neutral)	9 (20.0)	
	4 (Well)	19 (42.2)	
	5 (Very Well)	13 (28.9)	
Employment confidence	1 (Not Confident)	1 (2.2)	4.11 ± 0.90
	2 (Low Confidence)	1 (2.2)	
	3 (Neutral)	7 (15.6)	
	4 (Confident)	19 (42.2)	
	5 (Very Confident)	17 (37.8)	

Programme Recommendation Likelihood

When asked directly whether they would recommend the programme to prospective students, the vast majority responded affirmatively. Forty-one students (91.1%) indicated they would recommend the programme. This overwhelmingly positive recommendation rate reflects strong overall satisfaction despite acknowledged programme limitations.

Priority Areas for Improvement

Students were asked to identify aspects of the programme requiring improvement through a multiple-choice question format. The three most frequently selected areas for improvement were: clinical placement and practical exposure, curriculum content and structure, and teaching and learning resources. This is shown in **Figure 1**. These priorities align closely with the quantitative findings, particularly the identified weaknesses in clinical exposure sufficiency (mean = 2.64) and theory-practice balance (mean = 2.69).

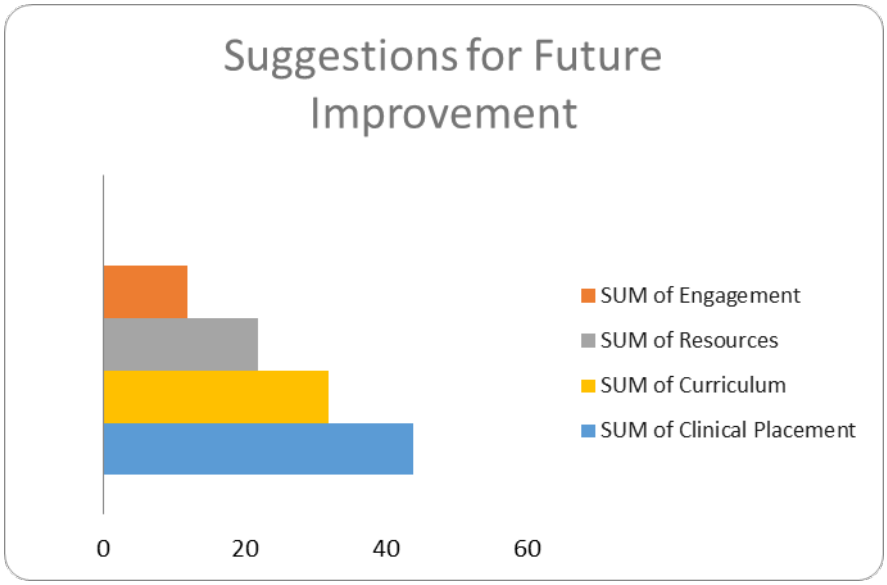

Figure 1: Priority Areas for Improvement

Desired Additional Resources and Support

When asked about additional resources or support that would enhance their learning experience, students identified top priority areas shown in **Figure 2**: access to modern radiography equipment and simulation labs, clinical placement opportunities and hospital attachments, workshops, seminars, and guest lectures by professionals, and increased mentorship and academic support. The prominence of equipment access and clinical placement opportunities reinforces quantitative findings regarding perceived inadequacies in practical training infrastructure and clinical exposure.

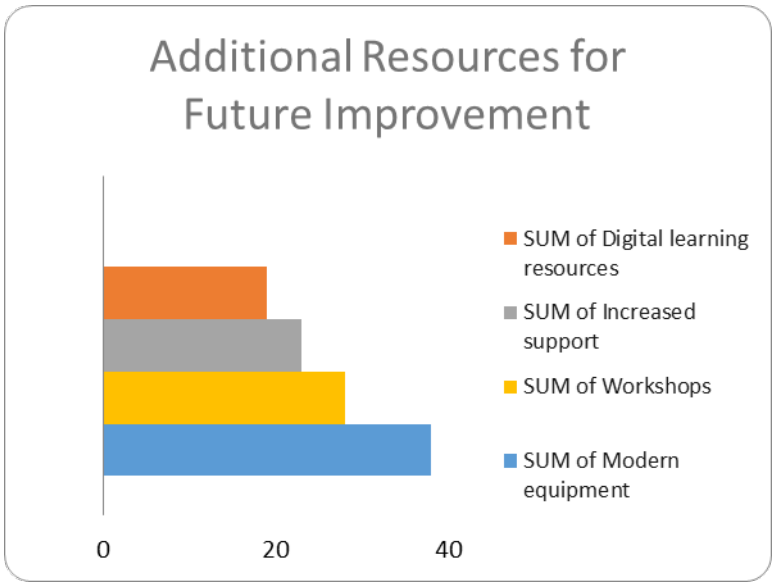

Figure 2: Desired Additional Resources and Support

Student Recommendations for Programme Enhancement

Open-ended responses to the question soliciting additional comments and advice for the Radiography Department were thematically analysed and categorized into four primary areas of concern with specific actionable recommendations:

1. **Staffing Concerns**

Students emphasized the need to hire additional full-time lecturers to ensure that departmental organization is maintained and that results processing is handled efficiently. Comments reflected concerns about workload distribution among existing faculty and the impact of staffing limitations on administrative efficiency.

2. **Practical-Based Learning and Clinical Posting**

Students strongly advocated for a more structured and regular training schedule, with specific emphasis on ultrasound training. Multiple respondents noted overdependency on theoretical instruction and insufficient hands-on practice opportunities, requesting more frequent practical sessions and extended clinical placement durations.

3. **Administrative Efficiency**

A recurring theme in student comments addressed the need for improved administrative organization, particularly regarding timely release of examination results. Students expressed that delays in result processing contributed to unnecessary stress, confusion, and anxiety about academic standing and progression.

4. **Curriculum Content and Structure**

Students suggested enhancements to curriculum content and structural organization, though this theme was less detailed in the open-ended responses compared to the other three areas. Comments generally called for better integration of content across courses and more explicit alignment between

theoretical and clinical components.

4. DISCUSSION

This study evaluated pioneer student perspectives on a newly established radiography programme at Osun State University. Findings revealed a programme characterised by strong teaching quality alongside significant deficiencies in practical training infrastructure and clinical exposure.

Students rated teaching quality consistently and highly across all assessed dimensions. Lecturer expertise received the highest mean score in the study (4.47 ± 0.81), with 93.3% rating faculty knowledge as good or excellent. Teaching method effectiveness (4.02 ± 0.84) and feedback adequacy (4.00 ± 0.98) were similarly well-regarded. Lecturer approachability and support yielded the highest consensus across all items (4.64 ± 0.58), with no student expressing disagreement. These results indicate that instructional quality represents the programme's primary strength, consistent with findings from other radiography education studies in Sub-Saharan Africa (Chiegwu et al., 2019; Ohagwu et al., 2016).

Programme structure ratings were more mixed. Course content relevance was viewed favourably (3.91 ± 1.00), with 64.5% of students agreeing or strongly agreeing that content reflected current radiography practice. However, the balance between theoretical and practical sessions received the lowest ratings in the programme structure domain (2.69 ± 1.27), with 48.9% of students expressing dissatisfaction. Clinical exposure was similarly unfavourable (2.64 ± 1.21), with 46% reporting inadequate exposure and only 22.2% rating it as sufficient. These two items represent the lowest-rated dimensions across the entire study. The theory-practice imbalance identified here reflects a documented challenge in healthcare professional education in resource-constrained settings (Ohagwu et al., 2016; Chiegwu et al., 2019; Ohene-Botwe et al., 2025).

This is of particular concern given that radiography is fundamentally a practice-based profession that requires the integration of theoretical knowledge with technical proficiency and clinical judgment (Ohene-Botwe et al., 2025; Susiku et al., 2026). Students' open-ended responses reinforced this pattern, with practical-based learning and clinical posting among the most frequently cited areas requiring improvement, including specific calls for structured ultrasound training and extended placement durations.

Resource and facility adequacy received moderate ratings overall. Availability of learning materials (3.44 ± 1.21) and equipment and laboratory adequacy (3.51 ± 1.02) were rated in the moderate range, with substantial proportions of students expressing dissatisfaction. Clinical training site equipment received the lowest score within this domain (3.13 ± 1.15), with 28.9% disagreeing that sites were well-equipped.

Student-identified priority resources included modern radiography equipment, simulation laboratories, and expanded clinical placement opportunities. These findings are consistent with documented inadequacies

in practical training infrastructure across African radiography programmes (Ohagwu et al., 2016; Susiku et al., 2026). Simulation-based learning has been proposed as a viable bridge between didactic instruction and clinical practice in contexts where placement opportunities are limited (Joseph et al., 2015; Ohagwu et al., 2016).

Despite these limitations, students reported strong professional preparedness (3.91 ± 0.96), with 71.1% indicating the programme had prepared them well for practice. Employment confidence was even higher (4.11 ± 0.90), with 80% expressing confidence in securing employment. Programme recommendation rates were overwhelmingly positive, with 91.1% of students indicating they would recommend the programme to prospective students.

These findings suggest that strong teaching quality and supportive faculty relationships sustained overall student satisfaction even amid the resource and practical training deficiencies identified elsewhere in the evaluation, in line with evidence that student-faculty relationship quality exerts disproportionate influence on overall satisfaction compared to material resources (Xie & Derakhshan, 2021).

The convergence of quantitative ratings and qualitative recommendations points to four priority areas: enhancing clinical placement and practical training, expanding equipment access and simulation capabilities strengthening administrative systems around timely result processing, and expanding faculty size to support programme growth.

5. CONCLUSION

Pioneering radiography students at Osun State University rated teaching quality highly but identified significant deficiencies in theory-practice balance, clinical exposure, and practical training infrastructure. Despite these limitations, students reported high satisfaction and professional confidence, suggesting that faculty quality served as a sustaining factor. Targeted investment in clinical placements, simulation facilities, and equipment access is could complement existing instructional strengths and ensure graduates are adequately prepared for independent professional practice.

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