

Guidance notes are available to support the completion of this Report via the Cardiff University Intranet [here](#) and from [ExternalExaminers@cardiff.ac.uk](mailto:ExternalExaminers@cardiff.ac.uk).

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	For completion by External Examiner:		
Name of External Examiner:	Professor Louise Dubras		
Home Institution / Employer of External Examiner:	Ulster University		
Programme and / or Modules Covered by this Report	Intercalated BSc in Medical Education		
Academic Year / Period Covered by this Report:	2018-19	Date of Report:	15 <sup>th</sup> July 2019

Please complete all information in the spaces provided and submit within **six weeks** of the Examining Board (the dissertation stage Examining Board in the case of postgraduate Master's programmes).

**Please note this form will be published online and should not make any reference to any individual students or members of staff in accordance with the General Data Protection Regulation (2018).**

Please extend spaces where necessary.

**1. Programme Structure** (curriculum design, programme structure and level, methods of teaching and learning)

The programme continues to be well balanced to enable students to gain a broad understanding of all aspects of medical education. Teaching and learning are delivered to enable appropriate and relevant learning and experience; and the provision also provides opportunities for staff to role model a variety of educational approaches

**2. Academic Standards** (comparability with other UK HEIs, achievement of students, any PSRB requirements)

Students achieve to a high standard and assessment criteria are applied fairly and appropriately, although there seem to be a higher number of first class honours degrees than within the other comparable degree for which I act as external examiner. In fact all students in this year's cohort achieved a First.

**3. The Assessment Process** (enabling achievement of aims and learning outcomes; stretch of assessment; comparability of standards between modules of the same level)

The assessment process is fair. The range of assessments enables students to demonstrate that they have achieved learning outcomes; and as noted above, the assessment criteria are applied appropriately and fairly. The iBSc in Medical Education is part of an overall suite of intercalated programmes, and as such contains some generic modules as well as others specific to Medical Education. Across all modules, University level marking rubrics are utilised but having reviewed these, I wonder whether there might be some difficulty in distinguishing between “good”, “comprehensive” and “excellent”; since the percentage marks indicated for these are 65%, 75% and 85% respectively and span the crucial boundary between 2.1 and 1<sup>st</sup> class degrees. I also note the University policy of discounting module assessments where there have been accepted extenuating circumstances; which seems to be at variance with other universities where accepted extenuating circumstances permit a student to repeat a failed module assessment as if for the first time. I wonder whether discounting is contributing to the situation where all students in a cohort achieve a first class honours degree; and whether the University should consider exploring the relative requirements of fairness to students weighed against the maintenance of academic standards.

4. **Examination of Master's Dissertations (if applicable)** (sample of dissertations received, appropriateness of marking schemes, standard of internal marking, classification of awards)

*[Where possible please complete this section following the dissertation examining board determining the final award.]*

N/A

**5. Year-on-Year Comments**

[Previous External Examiner Reports are available from the Cardiff University Website [here](#).]

The programme has maintained its standards thus far in my term of office: and student evaluation is positive. Students are encouraged to present their work at wider national fora, which provides invaluable experience and enhances employability in the future.

6. **Preparation for the role of External Examiner (for new External Examiners only)** (appropriateness of briefing provided by the programme team and supporting information, visits to School, ability to meet with students, arrangements for accessing work to review)

N/A

7. **Noteworthy Practice and Enhancement** (good and innovative practice in learning, teaching and assessment; opportunities for enhancement of learning opportunities)

My comments are the same as those from last year.

8. **Appointment Overview (for retiring External Examiners only)** (significant changes in standards, programme/discipline developments, implementation of recommendations, further areas of work)

## 9. Annual Report Checklist

Please include appropriate comments within Sections 1-7 above for any answer of 'No'.

		Yes (Y)	No (N)	N/A (N/A)
<b>Programme/Course information</b>				
9.1	Did you receive sufficient information about the Programme and its contents, learning outcomes and assessments?	x		
9.2	Were you asked to comment on any changes to the assessment of the Programme?			x
<b>Commenting on draft examination question papers</b>				
9.3	Were you asked to approve all examination papers contributing to the final award?	x		
9.4	Were the nature, spread and level of the questions appropriate?	x		
9.5	Were suitable arrangements made to consider your comments?	x		
<b>Examination scripts</b>				
9.6	Did you receive a sufficient number of scripts to be able to assess whether the internal marking and classifications were appropriate and consistent?			x
9.7	Was the general standard and consistency of marking appropriate?			x
9.8	Were the scripts marked in such a way as to enable you to see the reasons for the award of given marks?			x
9.9	Were you satisfied with the standard and consistency of marking applied by the internal examiners?			x
9.10	In your judgement, did you have the opportunity to examine a sufficient cross-section of candidates' work contributing to the final assessment?			x
<b>Coursework and practical assessments</b>				
9.11	Was the choice of subjects for coursework and / or practical assessments appropriate?	x		
9.12	Were you afforded access to an appropriate sample of coursework and / or practical assessments?	x		
9.13	Was the method and general standard of assessment appropriate?	x		
9.14	Is sufficient feedback provided to students on their assessed work?	x		
<b>Clinical examinations (if applicable)</b>				
9.15	Were satisfactory arrangements made for the conduct of clinical assessments?			x
<b>Sampling of work</b>				
9.16	Were you afforded sufficient time to consider samples of assessed work?			x
<b>Examining board meeting</b>				
9.17	Were you able to attend the Examining Board meeting?	x		

9.18	Was the Examining Board conducted properly, in accordance with established procedures and to your satisfaction?	<b>x</b>		
9.19	Cardiff University recognises the productive contribution of External Examiners to the assessment process and, in particular, to the work of the Examining Board. Have you had adequate opportunities to discuss the Programme and any outstanding concerns with the Examining Board or its officers?	<b>x</b>		
<b>Joint examining board meeting (if applicable)</b>				
9.20	Did you attend a Composite Examining Board, i.e. one convened to consider the award of Joint Honours degrees?			<b>x</b>
9.21	If so, were you made aware of the procedures and conventions for the award of Joint Honours degrees?			<b>x</b>
9.22	Was the Composite Examining Board conducted according to its rules?			<b>x</b>

Please return this Report, **in a Microsoft Word format**, by email to:  
[externalexaminers@cardiff.ac.uk](mailto:externalexaminers@cardiff.ac.uk)

Your fee and expenses claim form and receipts, should be sent electronically to the above email address or in hard copy to:

External Examiners, Registry, Cardiff University, McKenzie House, 30-36 Newport Road, Cardiff, CF24 0DE