



EXTERNAL EXAMINER ANNUAL REPORT FORM

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	For completion by External Examiner:		
Name of External Examiner:	Voyin Pantic		
Home Institution / Employer of External Examiner:	University of Leeds		
Programme and / or Subjects Covered by this Report:	BSc(Hons) in Diagnostic Radiography and Imaging / Radiotherapy and Oncology (Diagnostic Radiography and Imaging)		
Academic Year / Period Covered by this Report:	2012 - 2013	Date of Report:	17 th June 2013

For completion by External Examiner in the spaces provided. Please extend spaces where necessary. **Please note this Form will be published online.**

1. Programme Structure

The BSc (Hons) Diagnostic Radiography and Imaging programme is designed to build on prior knowledge gained by the students culminating in their final year to prepare them with the skills and knowledge for not only their first post, but also their professional life. Students successfully completing the degree programme demonstrate achievement of the occupational standards related to the profession of diagnostic radiography.

2. Academic Standards

The standards of the programme are comparable to other similar programmes nationally, which I am familiar with. As with other programmes students demonstrate abilities across the spectrum of achievement from poor to excellent. The marking criterion enables clear distinction to be made between levels of achievement. An appropriate sample was identified for review. To aid transparency all assessed work for the modules reviewed was made available to me.

3. The Assessment Process

A variety of assessment methods are utilised, ensuring students are able to demonstrate their ability to perform across the spectrum of assessments. In all the assessed work reviewed there is evidence of quality assurance through double marking, demonstrating an excellent level of agreement. The marking of the work is consistent and appropriate assessing the learning outcomes of the modules. The inclusion of annotation of the scripts for this academic session ensured that the awarding of marks was transparent. The

annotation should aid the students to understand how their work could be improved in order to aid them to achieve their potential. The team work extremely hard to attempt to identify where the work is lacking or exceptional. I would encourage the team to consider awarding marks in the eighties for written work, as the written work reviewed did not have a mark issued in this banding, which is not in keeping with other modes of assessment used in the programme.

The examination board was well conducted and where appropriate allowed for full and frank discussion. The whole process was rigorous and appropriate and comparable to ones I am familiar with at other Higher Educational Institutes.

4. Year-on-Year Comments

In general the performance of students during this academic session was comparable to that in the last session for the work reviewed.

Although the team have made changes to HC2056, through the redistribution of content between level 1 and 2 modules, the results for this still module still remain a cause for concern. The team welcomed discussion around this module and I am aware of the proposed changes for this coming academic session to the module. It remains to be seen as to whether the proposed changes will have the desired impact on student performance.

5. Preparation / Induction Activity (for new External Examiners only)

Not applicable

6. Noteworthy Practice and Enhancement

The markers clearly articulate their comments identify both strengths and limitations of the work, which will act as invaluable feedback to the students. The overall feedback by the markers is comprehensive and the inter marker agreement is generally very good. Where there is a discrepancy there is evidence of a consensus being reached which is transparent. The overall combined feedback provided to the students can be considered exemplary

Students are well prepared not only for their first post but also for their professional lives. The programme includes all recent expectations from the profession this can be seen in the image interpretation aspect. With respect to future aspects students are required to demonstrate an understanding of leadership that will not only stand them in good stead for their first post, but also their future development.

Through the variety of assessment students gain skills that will be of benefit throughout their professional lives.

7. Appointment Overview (for retiring External Examiners only)

Not applicable.

8. 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)
Programme/Course Information				
8.1	Did you receive sufficient information about the Programme and its contents, learning outcomes and assessments?	✓		
8.2	Were you asked to comment on any changes to the assessment of the Programme?	✓		
Draft Examination Question Papers				
8.3	Were you asked to approve all examination papers contributing to the final award?	✓		
8.4	Were the nature, spread and level of the questions appropriate?	✓		
8.5	Were suitable arrangements made to consider your comments?	✓		
Marking Examination Scripts				
8.6	Did you receive a sufficient number of scripts to be able to assess whether the internal marking and classifications were appropriate and consistent?	✓		
8.7	Was the general standard and consistency of marking appropriate?	✓		
8.8	Were the scripts marked in such a way as to enable you to see the reasons for the award of given marks?	✓		
8.9	Were you satisfied with the standard and consistency of marking applied by the internal examiners?	✓		
8.10	In your judgement, did you have the opportunity to examine a sufficient cross-section of candidates' work contributing to the final assessment?	✓		
Coursework and Practical Assessments				
8.11	Was the choice of subjects for coursework and / or practical assessments appropriate?	✓		
8.12	Were you afforded access to an appropriate sample of coursework and / or practical assessments?	✓		
8.13	Was the method and general standard of assessment appropriate?	✓		
8.14	Is sufficient feedback provided to students on their assessed work?	✓		
Clinical Examinations (if applicable)				
8.15	Were satisfactory arrangements made for the conduct of clinical assessments?	✓		
Sampling of Work				
8.16	Were you afforded sufficient time to consider samples of assessed work?	✓		
Examining Board Meeting				

		Yes (Y)	No (N)	N/A (N/A)
8.17	Were you able to attend the Examining Board meeting?	✓		
8.18	Was the Examining Board conducted properly, in accordance with established procedures and to your satisfaction?	✓		
8.19	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?	✓		
Joint Examining Board Meeting (if applicable)				
8.20	Did you attend a Composite Examining Board, i.e. one convened to consider the award of Joint Honours degrees?			
8.21	If so, were you made aware of the procedures and conventions for the award of Joint Honours degrees?			
8.22	Was the Composite Examining Board conducted according to its rules?			

Please return this Report, preferably in a Microsoft Word format, by email to:

ExternalExaminers@cf.ac.uk

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

Clive Brown, Registry Officer, Registry & Academic Services, Cardiff University,
McKenzie House, 30-36 Newport Road, Cardiff, CF24 0DE