



EXTERNAL EXAMINER ANNUAL REPORT FORM

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	For completion by External Examiner:		
Name of External Examiner:	G Ormrod		
Home Institution / Employer of External Examiner:	The University of Huddersfield		
Programme and / or Subjects Covered by this Report:	BSc in Clinical Practice and the BSc in Community Practice		
Academic Year / Period Covered by this Report:	2013/2014	Date of Report:	1/10/13

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 structures of the programmes are appropriate to proposed student group offering the flexibility required of a professional group both regards methods of delivery and assessment provision and choices. The broad nature of the programmes promote transferability whilst also allowing specific learning and development needs to be met by individual students with particular requirements. There is also “standalone” opportunities with modules should this suit the students needs more specifically. This also indicates evidence of collaboration with the local health community to ensure fitness for practice and purpose both regards patient/client need and PSRB requirements.

2. Academic Standards

Appropriate academic standards appear to be met from the evidence of student work and subsequent feedback and also from the proposed examinations that I have been asked to comment on. The academic standards and achievements of students are comparable in my experience with other higher education institutions. Several students appear to struggle with the level of criticality required for them to always gain the high marks that their hard work might deserve however again this is consistent with students from other institutions in my experience. Consistent and helpful advice is invariably offered to student on how this might be improved for future submissions.

3. The Assessment Process

From the assessments I have seen there appears to be appropriate application and design. There is a variety within the diet of assessments indicating a student centred approach and also a practice focussed philosophy which is essential in courses of this type. My attendance at Examination Board, which adhered to University policies and regulations, confirmed the robustness of these processes. Assessment criteria appear generally clear and consistent and colleagues appear to consistently refer to these in their assignment of marks and feedback.

With regards BSc Clinical Practice Foundation in End of Life for Inpatients (Distance Learning) NR3184 I have commented that an examination may not be the best assessment method to really judge student understanding as many of the scripts I saw essentially became a list of ideas or concepts rather than a critical discussion of these. This might be particularly difficult to assess student understanding and indeed application of complex ethical concepts for example?

I also wonder if this method of assessment requiring student attendance really supports this as a truly “distance learning” module?

It might also be interesting to consider the further marketability and attractiveness of such modules if they were “fully” distance learning?

I have noted that moderation of work appears to be essential between the markers of that module and would suggest that the team as a whole consider the feasibility of having a third appropriate “independent” academic colleague who takes on the responsibility of moderation to help further transparency and “objectivity” within the process?

4. Year-on-Year Comments

This is my first annual report.

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

I feel very supported throughout this process from both academic and administrative colleagues. Documentation and communication generally has been sufficient and timely with any queries answered in a timely and supportive manner.

My only comment, as I have mentioned to colleagues previously, would be to highlight the difficulties inherent in moderating scripts that have been scanned and are then delivered as a pdf file. Annotations on such scripts can occasionally obscure the original point being made by the student and it can be very unwieldy scrolling up and down a thirty page document to see what the specific comment relates to. I understand this might be either a University policy issue or an IT issue for external examiners as simply accessing the original copy on the University site would reduce this concern significantly.

6. Noteworthy Practice and Enhancement

The flexibility of provision and clear links to clinical practice should be applauded

7. Appointment Overview (for retiring External Examiners only)

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

		Yes (Y)	No (N)	N/A (N/A)
8.17	Were you able to attend the Examining Board meeting?	Y		
8.18	Was the Examining Board conducted properly, in accordance with established procedures and to your satisfaction?	Y		
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?	Y		
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?		N	
8.21	If so, were you made aware of the procedures and conventions for the award of Joint Honours degrees?			N/A
8.22	Was the Composite Examining Board conducted according to its rules?			N/A

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