

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

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	For completion by External Examiner:		
Name of External Examiner:	Dr Christopher Harrison		
Home Institution / Employer of External Examiner:	University of Keele		
Programme and / or Modules Covered by this Report	Medicine Phase 3		
Academic Year / Period Covered by this Report:	2018/19	Date of Report:	24/7/19

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)

In Phase 3, students rotate through junior and senior student assistantships (8 weeks and 7 weeks), an 8-week primary care attachment and an 8-week elective. The emphasis is rightly on preparation for practice. The length of these attachments should help students to feel that they 'belong' and become an integral part of the teams they are attached to.

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

The academic standards appear comparable to other UK institutions with which I am familiar. There is a low failure rate in Phase 3 which seems appropriate as students who are not able to achieve the appropriate standards should have been identified at an earlier part of the course.

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

Knowledge is assessed by means of the progress test. This is a widely-used and well-respected method of assessment in medical education. Students are familiar with this concept as they take the progress test in earlier years of the course as well. The MSCAA

'common content' questions are included within this. Overall, the quality of the questions was very good, with most being well-written and unambiguous. I did provide feedback about some unsatisfactory questions, but unfortunately I did not receive feedback from the School, so I do not know whether these questions were modified or excluded before use. I would be grateful to receive timely and appropriate feedback in future years. Students are assessed on their best two scores in the progress tests. This unfortunately leads to a significant proportion of students not making an appropriate effort in the third progress test if their score in the first two assessments is high enough. I think the School needs to address this.

Students do not have any formal ICSE in Phase 3, but their clinical skills are assessed by means of workplace-based assessments. The emphasis is on feedback rather than pass-fail gradings. This is appropriate and fits with international assessment norms in medical education. It would be helpful to ensure the students receive consistent mentoring to help them interpret and respond to the feedback they receive. Appropriate mentoring could help to identify patterns in the feedback and ensure that these were appropriately addressed.

- 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.]

5. Year-on-Year Comments

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

There were not any significant ongoing issues which needed to be addressed.

- 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)

I received appropriate written information and was invited to an external examiner annual meeting. I was not able to attend in 2018 due to serious family illness, but I attended on 18th July. This provided a very comprehensive briefing of the course.

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

The School tries hard to provide comprehensive and detailed feedback to students throughout the course. I was pleased to hear at the external examiner annual meeting that there are plans to move towards programmatic assessment. To help in the transition towards this, the School needs to explore how best to help students engage appropriately with the feedback. Long-term mentoring is likely to be important in helping with this, as well as ensuring that the assessment tasks are as authentic as possible. From the medical education research literature, we know that promoting personal agency and autonomy in the assessment and feedback processes will help students engage more effectively with feedback. I was pleased to hear the course provides considerable choice to students by offering a wide range of Student Selected Components (SSC) throughout the course. I would encourage the School to think

creatively how these are assessed to help the future transition to programmatic assessment.

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

N/A

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)
Programme/Course information				
9.1	Did you receive sufficient information about the Programme and its contents, learning outcomes and assessments?	Y		
9.2	Were you asked to comment on any changes to the assessment of the Programme?			N/A
Commenting on draft examination question papers				
9.3	Were you asked to approve all examination papers contributing to the final award?	Y		
9.4	Were the nature, spread and level of the questions appropriate?	Y		
9.5	Were suitable arrangements made to consider your comments?		N	
Examination scripts				
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?			N/A
9.7	Was the general standard and consistency of marking appropriate?			N/A
9.8	Were the scripts marked in such a way as to enable you to see the reasons for the award of given marks?			N/A
9.9	Were you satisfied with the standard and consistency of marking applied by the internal examiners?	Y		
9.10	In your judgement, did you have the opportunity to examine a sufficient cross-section of candidates' work contributing to the final assessment?			N/A
Coursework and practical assessments				
9.11	Was the choice of subjects for coursework and / or practical assessments appropriate?			N/A
9.12	Were you afforded access to an appropriate sample of coursework and / or practical assessments?			N/A
9.13	Was the method and general standard of assessment appropriate?			N/A
9.14	Is sufficient feedback provided to students on their assessed work?	Y		
Clinical examinations (if applicable)				
9.15	Were satisfactory arrangements made for the conduct of clinical assessments?			N/A
Sampling of work				
9.16	Were you afforded sufficient time to consider samples of assessed work?			N/A
Examining board meeting				
9.17	Were you able to attend the Examining Board meeting?	Y		

9.18	Was the Examining Board conducted properly, in accordance with established procedures and to your satisfaction?	Y		
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?	Y		
Joint examining board meeting (if applicable)				
9.20	Did you attend a Composite Examining Board, i.e. one convened to consider the award of Joint Honours degrees?			N/A
9.21	If so, were you made aware of the procedures and conventions for the award of Joint Honours degrees?			N/A
9.22	Was the Composite Examining Board conducted according to its rules?			N/A

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