



EXTERNAL EXAMINER ANNUAL REPORT FORM

The completion of this Report is supported by *Annual Report Form – Guidance to External Examiners*. The Guidance and this Form are available at: <http://www.cardiff.ac.uk/regis/ifs/exex/rep/index.html>. Fee information and claim forms are available at: <http://www.cardiff.ac.uk/regis/ifs/exex/fees/index.html>.

	For completion by External Examiner:		
Name of External Examiner:	Dr Shelley Parr		
Home Institution / Employer of External Examiner:	The University of Southampton, Faculty of Medicine		
Programme and / or Subjects Covered by this Report:	BDS		
Academic Year / Period Covered by this Report:	Year 1	Date of Report:	09/6/15

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

As in previous years, the structure of the programme is current and coherent and is appropriate for the stated aims and learning outcomes.

I learnt more about the clinical portfolio and viva on my visit this year and the way in which professional practice and the requirements of the profession/GDC is being introduced and assessed (albeit only satisfactory completion) from year 1 of the programme is excellent and mirrors similar developments in medical programmes that I am involved with.

I also learnt more about the admissions processes this year and its great to hear that MMIs (Multiple Mini Interviews) are being used as these are considered to be the most reliable and appropriate method for admissions. Although not assessment within the course I think it is worth noting here that this is good practice.

2. Academic Standards

I was given access to work from all students including both their examination papers and coursework so that I could sample work from across the range of students and assessments. I focused on the physiology questions mostly and looked at papers from all failed students along with a sample of borderline pass and highly scoring students. I was very happy that the standards were appropriate in accordance with the QAA FHEQ and similar to those programmes for which I am familiar now

(medical programmes) and those that I have been familiar with in the past (dental programmes).

The only information that was not provided that would have been helpful was a copy of the model answers for ICAs.

I was invited to attend the student presentations, but I was unable to attend on the date that it took place this year.

3. The Assessment Process

The assessment is very thorough and rigorous, and appropriate in line with learning outcomes of the programme and University Policies.

As noted previously there are a large number of assessments for the students but the programme leader and my fellow external examiner who has met with students confirms that the students like having regular assessments and it is not overly burdensome, rather a regular opportunity for feedback. All assessments are clearly timetabled in the assessment blueprint along with dates by which feedback will be received. For each piece of work students are offered the opportunity to come to a group feedback briefing session. This is really good practice and excellent for it to be part of all assessment elements.

A new type of coursework assessment was used this year - a leaflet accompanied by a reflection. I have not seen an assessment of this combination before was very impressed and felt it was a good addition to the coursework.

The essays within the examinations rarely score in excess of 80%. I would recommend that markers are reminded to use the full range of marks and the assessment criteria are reviewed to consider whether the requirements for 80+ are realistic given the examination conditions and type of questions set.

I gather from the programme leader that the University policy requests that the calculation of assessment marks should be done using the university student record system (SIMS) but that the system is currently unable to make calculations that are accurate in relation to the published contributions of each assessment element that have been approved by the GDC in their recent visit. I would therefore support the programme in their view that until the student record system is able to make accurate calculations that these should be done outwith the university system to ensure their accuracy and only final marks inputted into the student record system. This is not a problem unique to Cardiff University as we have similar difficulties in my own institution, and despite continuous efforts and consultation by central provision to meet all the needs of the different faculties/programmes, it is likely to remain an issue for programmes such as Medicine and Dentistry as the requirements of the GMC and GDC for assessments in terms of reliability calculations, standard setting etc. seem to develop faster than the institutional student record systems.

4. Year-on-Year Comments

The standard of assessment processes was very high as in previous years and the team are very clearly well organised and very much on top of the programme. I did not raise any issues in my report last year, but each year when I visit I ask lots of

questions and the BDS team continue to be very open and honest about their course, willing to discuss all aspects and clearly chosen their assessment and teaching methods carefully with well thought out rationales behind all decisions. It is particularly useful that statistics are provided for all assessment elements for multiple previous years so that there is oversight of any patterns etc. The overall standards were slightly higher this year than in previous years but appeared to reflect the cohort this year as it matched the perception of the cohort by the programme leader.

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

NA

6. Noteworthy Practice and Enhancement

The provision of a generic feedback briefing session for all assessment elements (mentioned in 3 above) is excellent.

The provision of statistics for each element for multiple previous years (mentioned in 4 above) is excellent and really helpful for the examiner.

The assessment of professional conduct and knowledge of appropriate professional behaviours from year 1 (mentioned in 1 above) is also very current and good practice.

Within the physiology marking I noted that the makers had clearly made significant effort to make it very clear how they had come about the mark they awarded by use of the marking criteria (highlighting sentences within each of the mark ranges to show which were relevant) and providing comments within the script to provide examples of misunderstandings, inaccurate or missing information. This is really helpful to me as the external examiner but will also provide excellent resource for feedback to the students.

MMIs (Multiple Mini Interviews) are being used for admissions which is very good practice (considered the most reliable and appropriate method for admissions to medical/dental school currently) - (mentioned in 1 above).

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?			NA
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?			NA
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?			NA
8.21	If so, were you made aware of the procedures and conventions for the award of Joint Honours degrees?			NA
8.22	Was the Composite Examining Board conducted according to its rules?			NA

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