

## EXTERNAL EXAMINER ANNUAL REPORT FORM

Guidance notes are available to support the completion of this Report and are available at <http://learning.cf.ac.uk/quality/review/external-examiners/reports/>.

	For completion by External Examiner:		
Name of External Examiner:	Nicola Innes		
Home Institution / Employer of External Examiner:	University of Dundee		
Programme and / or Subjects Covered by this Report	Bachelor of Dental Surgery (Final BDS) <i>BDS (Final)</i>		
Academic Year / Period Covered by this Report:	2015-16	Date of Report:	20 <sup>th</sup> July 2016

For completion by External Examiner in the spaces provided. Please extend spaces where necessary. **Please note this Form will be published online and should not make any reference to any individual students or members of staff.**

### 1. Programme Structure

This is my first year undertaking the external examinership at Cardiff for the BDS Final year alongside two External Examiners who have already undertaken this role for several years. Whilst carrying out my examinership, this year has been spent partly familiarising myself with the Programme content, the assessment process and content, and the direction of travel that the Dental School is taking for these.

I have found the programme structure and content to meet the aims of a BDS Programme and reflects the standards outlined by the GDC. The students have a good spread of practical experience in all aspects of general dental care.

### 2. Academic Standards

I looked at exam scripts for final year candidates and also had the opportunity to observe a number of candidates in both Part C and Part D *viva voce* exams. The academic standards and achievements of these students were comparable with those of other UK institutions.

### 3. The Assessment Process

The assessments that I saw consisted of:

- Written papers - as I was recently appointed, I did not have sight of the questions prior to the exams but was able to look at the students' exam scripts presented in the External Examiner room within folders. I look forward to seeing these papers for the next diet of the exams (next year's papers);

- Part C - a *viva voce* based on Case Reports (Seen Cases) that the students had prepared over a period of time and then written up and presented with questions on them from a panel;
- Part D - a semi-structured *viva voce* based on questions around Unseen (clinical) Cases presented in hard copy (i.e. including photographs, radiographs and study models)

Measures student achievement rigorously and fairly against the intended learning outcomes for the Programme

### **Written papers**

It would be useful to have specific time allocated to each examiner to look through the papers as it was difficult to find time to do this within the current schedule.

### **Part C Case Reports (Seen cases) and Part D (Unseen Cases)**

These were generally well conducted and were a good way of determining the student's ability to deal with a case at a general dental practitioner level and were appropriate in terms of what they consisted of and what the examiners' covered although there was wide variation in the questions the students received depending on who was examining them.

The students were examined on two Unseen Cases by two separate examining panels. The practice of having two separate examiner panels for students is onerous to set up, execute and expensive of staff time. However, this was a clear example of good practice. There were differences in exam panels' approaches to the students with two sets of examiners I sat in with being opposite ends of hawks and doves. This led, in one or two situations, to very different atmospheres and exam experiences for the students but I am satisfied that the exam organisers have attempted as well as possible to mitigate this by the spread of examining panels. The exam convenors have made efforts to standardise the approaches of the examiners and their marking by providing video examples. This is to be commended and should be encouraged.

Some points for consideration:

1. Although the External Examiners have no role in marking the students, our quality assurance role means that it would be useful to be included in the briefing process, for examining staff, at the beginning of the exam day, in an observer role. Seeing how the examiners are trained and how they are encouraged to develop a style of "warm neutrality" when responding to students e.g. "thank you, now we'll move on....." would allow a good perspective on whether the examiners are adhering to the instructions given during the briefing process.
2. The External Examiners' times were mainly spent sitting in on Part C Case Reports and Part D Unseen Cases but we were not involved in marking. I'm not sure that it was necessary to always have an external examiner present in all exam panels for virtually all students (I think there were less than 20 out of the 77 students only seen by 1 examiner in either C or D) in order to ensure the quality of the assessments and standardisation across the exam panels. Rather than extending the time the examiners are at the School, perhaps the exam convenors could consider a slightly "thinner" distribution of the Examiners across all of the panels for some of their time and over the course of the 2 days still see all students at least once across both Part C and D exams. This would allow some time for the Externals to look at the student written scripts and talk to the students.

3. From the student perspective:

- I didn't see a feedback mechanism for students to say how they found the exam experience for both vivas (Case Reports and Unseen Cases) and this might be considered, if it doesn't exist, to help improve the process.
- There should be some time allocated for the External Examiners to discuss with some students about the Programme's final year content and the assessment process.

**4. Year-on-Year Comments**

This is the first year of my appointment and I do not have access to the website area where previous reports have been posted.

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

**6. Noteworthy Practice and Enhancement**

The efforts of the exam convenors to move towards standardised Part D Unseen Cases is to be commended and further encouraged. The staff seem to have a strong commitment to carrying out the exams to a high standard and many of the students' performances were exemplary. Some of the staff examiners were very able to bring out this aspect within the framework of the *viva voce* exams. The moves towards standard setting of exam questions is very positive.

**7. Comments on the Examination of Master's Dissertations (External Examiners for postgraduate Master's Programmes only, see also 9.23-9.29 below)**

**8. Appointment Overview (for retiring External Examiners only)**

## 9. Annual Report Checklist

Please include appropriate comments within Sections 1-8 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?			
9.2	Were you asked to comment on any changes to the assessment of the Programme?			
<b>Draft Examination Question Papers</b>				
9.3	Were you asked to approve all examination papers contributing to the final award?			N/A
9.4	Were the nature, spread and level of the questions appropriate?			N/A
9.5	Were suitable arrangements made to consider your comments?			N/A
<b>Marking 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?	Y		
9.7	Was the general standard and consistency of marking appropriate?	Y		
9.8	Were the scripts marked in such a way as to enable you to see the reasons for the award of given marks?	Y		
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?	Y		
<b>Coursework and Practical Assessments</b>				
9.11	Was the choice of subjects for coursework and / or practical assessments appropriate?	Y		
9.12	Were you afforded access to an appropriate sample of coursework and / or practical assessments?	Y		
9.13	Was the method and general standard of assessment appropriate?	Y		
9.14	Is sufficient feedback provided to students on their assessed work?			N/A
<b>Clinical Examinations (if applicable)</b>				
9.15	Were satisfactory arrangements made for the conduct of clinical assessments?			N/A
<b>Sampling of Work</b>				
9.16	Were you afforded sufficient time to consider samples of assessed work?			N/A
<b>Examining Board Meeting</b>				

		Yes (Y)	No (N)	N/A (N/A)
9.17	Were you able to attend the Examining Board meeting?		N	
9.18	Was the Examining Board conducted properly, in accordance with established procedures and to your satisfaction?			
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		
<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?			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
<b>Examination of Master's Dissertations (if applicable)</b>				
9.23	Did you receive a sufficient number of Dissertations to be able to assess whether the internal marking and classifications were appropriate and consistent?			N/A
9.24	Was the sample in accordance with the University's sampling guidelines (guidelines provided below)?			N/A
9.25	Were you satisfied with the standard and consistency of marking applied by the Internal Examiners?			N/A
9.26	Were you able to attend the Master's Degree (Dissertation) Stage Examining Board?			N/A
9.27	If so, was the Examining Board conducted properly and in accordance with established procedures?			N/A
9.28	Were the schemes for marking and classification correctly applied?			N/A
9.29	Were the standards of the awards recommended appropriate?			N/A

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

[ExternalExaminers@cf.ac.uk](mailto: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:

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

#### **SAMPLING OF TAUGHT MASTER'S DISSERTATIONS BY EXTERNAL EXAMINERS**

External Examiners shall be expected to see prescribed numbers and ranges of Dissertations, but not to mark them, on the following basis:

At least 10% of Dissertations for a postgraduate taught Master's Programme, or a minimum of 10 (whichever is the higher figure) must be seen by the External Examiner(s). Where the total number is less than 10, all Dissertations must be seen by the External Examiner(s) #.

Dissertations seen by External Examiners should include examples from across the whole range of achievement (i.e. Pass with Distinction, Pass, Fail).

External Examiners will retain the right to see other Dissertations at random.

# Where more than one External Examiner is appointed on a Programme, at least 10% of Dissertations, or a minimum of 10 (whichever is the higher figure), should be seen collectively by the External Examiners.