



EXTERNAL EXAMINER ANNUAL REPORT FORM

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	For completion by External Examiner:		
Name of External Examiner:	Professor StJohn Crean		
Home Institution / Employer of External Examiner:	University of Central Lancashire		
Programme and / or Subjects Covered by this Report:	BDS finals		
Academic Year / Period Covered by this Report:	2013-2014	Date of Report:	1/7/14

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

I was asked to attend as an external examiner after one of the original team withdrew. I was delighted to accept the role. I was subsequently provided with all appropriate material to understand the curriculum and its assessment process and the context in which the finals were assessed.

The structure is a comprehensive design, aimed at ensuring the student is given ample opportunity to receive instruction and undergo assessment towards achieving all the learning outcomes in the Preparing for practice documentation from the General dental Council. I was particularly impressed at the opportunity for the students to work in a “real world” dental service provision environment in Mountain Ash, which does provide a superb transitional element before FD1 appointments.

2. Academic Standards

I am very happy that the academic standards applied to, teaching and learning, professionalism and assessment are appropriate and match those of other Undergraduate Dental Education providers in the UK

3. The Assessment Process

As I joined the examiner team late in the process, I was delighted to receive an on-line examiner training package. Whilst this is designed to try and ensure a higher degree of inter examiner consistency for the case presentation and unseen case oral

examinations, I found it very helpful with regards to expected process making my transition into the role smooth and without problems. The package needs further refinement but I believe is a very innovative process which represents an example of good practice, which I have shared with a number of colleagues elsewhere.

4. Year-on-Year Comments

This was my first year as a late replacement. Thus my experience is contemporaneous only.

I found the process well organised, efficient and without exerting undue stress on the candidates. The timetabling worked well and all members of the school were supportive to ensure the exams were appropriately focused.

All members of the internal team took notice of all comments I had to make during the examination process and discussions about agreed marks awarded were carried out to my satisfaction without any decisions being made that were not unanimously agreed.

I was comfortable to see the standards are at the level I have witnessed in other institutions. The students as well have reached comparable standards and none we have agreed to graduate in my opinion posed a danger to the general public.

The training package before I arrive was extremely helpful. The documentation I received and the ability to see the submitted cases was also very helpful to gauge the work being performed and due for assessment. Also attended the examiner briefing which was also very helpful to understand the context of the process and reassuring that all examiners were aware of the process and its eventual objectives.

I would comment that there was significant variation in the seen and unseen cases the students had to present. This does raise the issue of fairness and level of complexity. However I was reassured that ALL the candidates are assessed using an OSCE which ensures that all students were assessed at the same level of complexity of cases across a wide clinical arena. But it would be helpful if the seen cases could represent a equitable student experience. It would also be helpful to see a structured question sheet to ensure comparable assessments. The issue of the available 10% for discretionary award seems confusing without agreed criteria and I would recommend that this is removed and incorporated into the other sections.

Overall the process has allowed the external assessor to witness that the students are safe and aware of the realities of the role expected of them in the future. I have no concerns about those graduating from this programme this year.

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

I have highlighted the good practice above and thank the organising team for the access to the training material

6. Noteworthy Practice and Enhancement

Training video access to the examiners briefing

7. Appointment Overview (for retiring External Examiners only)

If the University moves to the external becoming a QA agent rather than QM then I would have to issues with this. In my institute we employ the external as a QA and it seems to have a beneficial effect in the feedback provided.

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?			N/A
Draft Examination Question Papers				
8.3	Were you asked to approve all examination papers contributing to the final award?			N/A
8.4	Were the nature, spread and level of the questions appropriate?			N/A
8.5	Were suitable arrangements made to consider your comments?			N/A
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?			N/A
8.7	Was the general standard and consistency of marking appropriate?			N/A
8.8	Were the scripts marked in such a way as to enable you to see the reasons for the award of given marks?			N/A
8.9	Were you satisfied with the standard and consistency of marking applied by the internal examiners?			N/A
8.10	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				
8.11	Was the choice of subjects for coursework and / or practical assessments appropriate?			N/A
8.12	Were you afforded access to an appropriate sample of coursework and / or practical assessments?			N/A
8.13	Was the method and general standard of assessment appropriate?			N/A
8.14	Is sufficient feedback provided to students on their assessed work?			N/A
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?			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