



EXTERNAL EXAMINER ANNUAL REPORT FORM

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	For completion by External Examiner:		
Name of External Examiner:	Amanda Asghar		
Home Institution / Employer of External Examiner:	York St John University		
Programme and / or Subjects Covered by this Report:	BSc (Hons) Physiotherapy		
Academic Year / Period Covered by this Report:	2012-13	Date of Report:	26/6/13

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 programme structure is appropriate for the students to achieve the required knowledge, understanding and skills for Physiotherapy. It is however pleasing to hear about the ways in which the programme will be adapted through revalidation next year which will ensure that it remains current and in keeping with contemporary pedagogic approaches e.g. through shared modules emphasising inter professional education, removing the exam from level 6 and ensuring that content meets the demands of current employability needs of physiotherapists

2. Academic Standards: From the work I have reviewed this year I am happy that the academic standards are being maintained across the programme and are in accordance with benchmark statements. The achievements of students are on the whole comparable with other institutions where I have either worked or external examined.

3. The Assessment Process: I reviewed the following assessments, the Data analysis report, the Critical appraisal, the dissertation and the patient management exam. In all cases students are provided with a good level of information to support their understanding of what is required in the assessment. Marking is appropriate in relation to the assessment criteria across the bands and across the markers. All the assessments I reviewed allow the students to demonstrate in an appropriate way that they meet the learning outcomes of the module. My only minor concern is the unseen written exam for Physiotherapy Practice 2 and my view, that at this level there are more appropriate ways for students to demonstrate these learning outcomes rather than through an unseen exam. I note that this is being removed

from the new programme but because it is a level 3 module it will continue in this form for a further 3 years as the old programme runs out? If this is the case I wondered whether the programme team might consider reviewing its continuation.

I have discussed moderation processes and I am satisfied that this is conducted in an appropriate manner that is fair to the students. There appears to be consistency in those scripts I viewed in relation to summative feedback to students and it is helpful that through electronic marking this makes the comments readily accessible to students.

I spoke to students about the programme and I think it is worth noting that there are some concerns from them that there is inequity/inconsistency of feedback provided by personal tutors for formative feedback on draft assignments. This may be addressed through the current discussions that I know are taking place about feedback on drafts. It might be worth considering how this is managed strategically across the programme i.e. by providing this type of feedback specifically at level 4 when students need this detailed support, but then using other assessment for learning approaches in 5 and 6 e.g. peer review. This would make it more manageable for staff and develop students abilities to self evaluate.

4. Year-on-Year Comments. I note that my comment/concern about the high number of learning outcomes for some modules is being considered and I had further discussion with some staff in relation to this for the new programme to be validated next year, in my recent visit.

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

n/a

6. Noteworthy Practice and Enhancement

I was given the opportunity to meet with students from level 5 and they are all very appreciative of the programme. There is a general consensus that the physiotherapy tutors provide a high level of support for student learning.

The developments that are being initiated including recent plans to develop generic assessment criteria, categorical marking etc which will help to benchmark standards across the University are noteworthy. We are developing in a similar way at my own institution in a drive to ensure comparability, to make assessment more transparent for students and more manageable for staff.

7. Appointment Overview (for retiring External Examiners only)

n/a

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	
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?			
8.5	Were suitable arrangements made to consider your comments?			
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?			n/a
Sampling of Work				
8.16	Were you afforded sufficient time to consider samples of assessed work? <i>NB I had to comment on the dissertations in quite a short space of time which was just manageable</i>	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/a
8.21	If so, were you made aware of the procedures and conventions for the award of Joint Honours degrees?			
8.22	Was the Composite Examining Board conducted according to its rules?			

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