

EXTERNAL EXAMINER ANNUAL REPORT FORM

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

	For completion by External Examiner:		
Name of External Examiner:	Dr Vincent Cooper		
Home Institution / Employer of External Examiner:	Keele University		
Programme and / or Modules Covered by this Report	Masters in Medical Education (eLearning)		
Academic Year / Period Covered by this Report:	2016-2017	Date of Report:	19 July 2017

Please complete all information in the spaces provided and submit within **six weeks** of the Examining Board (the **taught 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 Data Protection Act (1998).

Please extend spaces where necessary.

1. Programme Structure (curriculum design, programme structure and level, methods of teaching and learning)

This is a very sophisticated and highly structured distance learning programme, providing a very high level of interactivity between students and with course tutors. Students can choose to pursue it to PgCert, PgDip or Masters level and this fits well with the varying professional roles and capacity of clinical teachers. A feature that distinguishes this from other Med.Ed. programmes is a slight social science bias, rather than a more procedural learning and teaching approach and this gives added academic rigour, as well as broadening the outlook of clinician students.

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

This course sets very high standards and attracts some high calibre students who flourish and excel in the assessments. Less able students are engaged and encouraged by the tutors and a large proportion achieve a qualification. Overall, standards are comparable to other UK courses and completion rates are good

3. The Assessment Process (enabling achievement of aims and learning outcomes; stretch of assessment; comparability of standards between modules of the same level) Assignment topics are well chosen and provide challenge and opportunity for creativity, academic rigour and reflection. The scope and expectations match the credit allocations and marking is done within 21 days of submission. Requests for extensions are quite frequent, as expected in this professional student group, and are granted readily. As I have noted before, the consistency of marking and quality of feedback provided to students are exemplary.

4. Year-on-Year Comments

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

This year sees the introduction of on-line marking of assignments, a benefit to both tutors and students. The course team is keen to gain and use student feedback and has taken innovative steps to maximise this. Firstly, individual students completing a module are strongly encouraged to complete on-line feedback before the next module's materials are released to them. Secondly, a new staff/student liaison panel has been created, operating as a webinar. This is to be developed further during the next year.

The next year will provide considerable challenges, with the retirement of a second academic lead and re-positioning of the course within the University because of the impending demise of Wales Deanery. This course enjoys a huge national and international reputation for excellence and is a major asset, so I hope that it will receive whatever support is needed to make an effective transition, without weakening its team structure and integration.

5. Preparation for the role of External Examiner (for new External Examiners only) (appropriateness of briefing provided, visits to School, programme handbooks and supporting information)

6. Noteworthy Practice and Enhancement (good and innovative practice in learning, teaching and assessment; opportunities for enhancement of learning opportunities) All the features described above demonstrate the team's dedication to innovation, continued course development and support for learning, complemented by robust standard setting and assessment. This is a large, complex programme and succeeds because of the quality of academic and administrative support provided by this small and well integrated team.

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

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		Y		
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?	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?	Y		
Examining Board Meeting				
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?			N/A
8.22	Was the Composite Examining Board conducted according to its rules?			N/A
Examination of Master's Dissertations (if applicable)				
8.23	Did you receive a sufficient number of Dissertations to be able to assess whether the internal marking and classifications were appropriate and consistent?	Y		
8.24	Was the sample in accordance with the University's sampling guidelines (guidelines provided below)?	Y		
8.25	Were you satisfied with the standard and consistency of marking applied by the Internal Examiners?	Y		
8.26	Were you able to attend the Master's Degree (Dissertation) Stage Examining Board?	Y		
8.27	If so, was the Examining Board conducted properly and in accordance with established procedures?	Y		
8.28	Were the schemes for marking and classification correctly applied?	Y		
8.29	Were the standards of the awards recommended appropriate?	Y		
8.30	<p>Comments on the Examination of Master's Dissertations. <i>Please provide any comments you may wish to make on the issues raised above.</i></p> <p>The standards set for dissertations are consistently high and student performance is very variable, largely due to some students disregarding tutors' early guidance and sometimes due to poor supervision by their workplace supervisors. The course tutors put a huge amount of effort and skill into providing detailed and constructive feedback on failing dissertations, giving students great support and encouragement for re-submission.</p>			

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