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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 Adam Taylor		
Home Institution / Employer of External Examiner:	Lancaster University		
Programme and / or Modules Covered by this Report	Yr1 BDS Programme		
Academic Year / Period Covered by this Report:	2018-2019	Date of Report:	17th June 2019

Please complete all information in the spaces provided and submit within **six weeks** of the Examining Board (the dissertation 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 General Data Protection Regulation (2018).

Please extend spaces where necessary.

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

The curriculum design for the Yr1 of the BDS course is appropriate, the curriculum covers a variety of subject areas integral to the BDS course and the professional career pathways that will be pursued by the students. The subjects, including anatomy, physiology, biochemistry and others are all core components that underpin what comes later in the course.

The structure of the curriculum in year 1 gives a variety of learning methods and these are important in ensuring students are exposed to diverse learning opportunities that may present themselves in professional practice.

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

I am happy that the course is comparable to other HEI's. I had the opportunity to review student work, including that which came from the students who were to be awarded prizes. The cohort as a whole were strong and there were some exceptional students. Those students who were awarded prizes were excellent and well deserving of their honours.

3. The Assessment Process (enabling achievement of aims and learning outcomes; stretch of assessment; comparability of standards between modules of the same level)

I am happy that the assessment process mapped appropriately onto the blue print and curriculum. I had opportunity to examine the exam papers and made recommendations to improve the papers where necessary.

One of the requests was to ensure that the awarding of marks in questions was made clear to students at the bottom of the question to enable them to appropriately allocate their time as they work through the paper. This recommendation was implemented across the exam papers.

One recommendation we have made is to ensure that this is also added to the in course assessments going forwards.

I am happy that the standard across the modules was the same, where questions performed poorly in assessments, further analysis revealed that the subject area are those which are usually more challenging across health and medical/clinical sciences.

The variety of assessment types was diverse and appropriate; the exam papers, in course assessments and poster (individuals and group), as well as the clinical give a broad and deep examination of all facets of the students learning.

I am happy that all assessments were made available on the day of the exam board for review. The exam board was conducted in a fair and transparent manner that gave due consideration to all aspects of the work.

4. Examination of Master's Dissertations (if applicable) (sample of dissertations received, appropriateness of marking schemes, standard of internal marking, classification of awards)

[Where possible please complete this section following the dissertation examining board determining the final award.]

N/A

5. Year-on-Year Comments

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

I had the opportunity to discuss year-on-year performance with the other examiners on the day and am happy that the recommendations that have previously been made have been incorporated and that these are strengthening the quality and robustness of the course.

6. Preparation for the role of External Examiner (for new External Examiners only) (appropriateness of briefing provided by the programme team and supporting information, visits to School, ability to meet with students, arrangements for accessing work to review)

7. Noteworthy Practice and Enhancement (good and innovative practice in learning, teaching and assessment; opportunities for enhancement of learning opportunities)

The utilisation of posters (individual and group) are a good practice, they enable a more holistic view of what students know about topics and how they affect people in clinical practice. I am pleased to see this method in the BDS curriculum and hope that it is maintained.

The In Course Assessments are a good practice for enabling students to ascertain their progress, it is good to see the staff using them to ensure that they can offer support to students who do not perform well in the ICA which appears early in the year. This pastoral link to the academic performance is a valuable tool.

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

N/A

9. 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				
9.1	Did you receive sufficient information about the Programme and its contents, learning outcomes and assessments?	Y		
9.2	Were you asked to comment on any changes to the assessment of the Programme?	Y		
Commenting on draft examination question papers				
9.3	Were you asked to approve all examination papers contributing to the final award?	Y		
9.4	Were the nature, spread and level of the questions appropriate?	Y		
9.5	Were suitable arrangements made to consider your comments?	Y		
Examination scripts				
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		
Coursework and practical assessments				
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?	Y		
Clinical examinations (if applicable)				
9.15	Were satisfactory arrangements made for the conduct of clinical assessments?			Y
Sampling of work				
9.16	Were you afforded sufficient time to consider samples of assessed work?	Y		
Examining board meeting				
9.17	Were you able to attend the Examining Board meeting?	Y		

9.18	Was the Examining Board conducted properly, in accordance with established procedures and to your satisfaction?	Y		
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		
Joint examining board meeting (if applicable)				
9.20	Did you attend a Composite Examining Board, i.e. one convened to consider the award of Joint Honours degrees?			Y
9.21	If so, were you made aware of the procedures and conventions for the award of Joint Honours degrees?			Y
9.22	Was the Composite Examining Board conducted according to its rules?			Y

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