

## Cardiff University

McKenzie House  
30-36 Newport Road  
Cardiff CF24 0DE  
Wales UK

Tel please see below  
Fax +44(0)29 2087 4130

www.cardiff.ac.uk

## Prifysgol Caerdydd

Tŷ McKenzie  
30-36 Heol Casnewydd  
Caerdydd CF24 0DE  
Cymru Y Deyrnas Unedig

Ffôn gweler isod  
Ffacs +44(0)29 2087 4130

www.caerdydd.ac.uk

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

	For completion by External Examiner:		
Name of External Examiner:	Professor Richard Rowe		
Home Institution / Employer of External Examiner:	University of Sheffield		
Programme and / or Modules Covered by this Report	BSc Intercalated Psychology and Medicine		
Academic Year / Period Covered by this Report:	2018-2019	Date of Report:	8 July 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)

As I have noted in previous years, the course offers appropriate structure and content to support its learning aims and objectives. The course delivers 2 modules in house, with a further module offered across all intercalated degrees and the remaining BSc Psychology programme provides the remaining module options. This is an effective approach given the high standard of teaching on appropriate subjects available from the Department of Psychology. The Scientific Basis of Psychological Medicine course (ME3085) provided by the team is in many ways a flagship of research based teaching, with research leaders describing the state of the art in their fields. In exit interviews many of the students express their appreciation of this feature. The empirical project is an important feature of the course that provides the students with hands-on research experience that many clearly benefit from.

As in previous years the students were positive in exit interviews about how the course has aided them in understanding research papers and in contributing to their future medical careers. They particularly valued the opportunity to engage with research in comparison to their medical degrees that they felt were vocational in their focus.

The students did note a few minor problems in the course administration, including the provision of guidance on the project and perceptions that the amount of supervision differed between projects. In my experience similar issues are commonly raised by students at other institutions and it remains a challenge for standardising across supervisors while also communicating to students that sometimes different projects require different levels of input. It is also possible that supervisors from the psychology department might need more guidance on how to supervise intercalated students due to their less familiar backgrounds.

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

I reviewed work from across the range of the cohort and conducted 4 exit interviews with students. The marks awarded across the cohort are high (almost all First Class) and this is appropriate for the high standard of work that is submitted; similarly high marks would be awarded at my own institution. Therefore, I am satisfied that the standard of marking is appropriate. The students at exit interview demonstrated a solid understanding of their project work, appropriate to the marks awarded.

As noted in my previous report, I do think the university takes a very generous approach to special circumstances, with as I understand it, up to 2 affected modules removed from the degree calculation if this improves student assessment. This may inflate marks and degree classes to some extent.

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

Fine.

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 believe that the course have been very responsive to my comments and to the comments of students.

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)

N/A

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

In previous yeas I have highlighted ME3085 as an outstanding example of research led teaching. It is particularly appropriate course given the very high standard of student that is enrolled on this degree. The opportunity for students to learn from researchers at the forefront of their field about the research they are currently engaged in is exactly the sort of course that research intensive universities should look to host, in my opinion. That it can be taught in a genuinely small-group context is a particular strength of the course.

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

The course is in a very good shape, that is very much fulfilling the learning objectives and providing medical students with a valuable addition to their education.

## 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)
<b>Programme/Course information</b>				
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		
<b>Commenting on draft examination question papers</b>				
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		
<b>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?	Y		
<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?	Y		
<b>Examining board meeting</b>				
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?	<b>Y</b>		
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?	<b>Y</b>		
<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?	<b>N</b>		
9.21	If so, were you made aware of the procedures and conventions for the award of Joint Honours degrees?			
9.22	Was the Composite Examining Board conducted according to its rules?			

Please return this Report, **in a Microsoft Word format**, by email to:  
[externalexaminers@cardiff.ac.uk](mailto: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