

Academic & Student Support Services
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Sent by email to jill.morrison@glasgow.ac.uk

07 July 2015

Dear Professor Morrison,

Re: Institutional Response: External Examiner Annual Report 2014 – 2015

I am writing further to the receipt of your External Examiner's Report for the BSc in Medical Education (Intercalated).

Your Report has been considered by the School in accordance with our approved procedures. I am, therefore, now in a position to respond on behalf of the Vice-Chancellor to the main points you had raised.

Issue(s) Highlighted:

1. Your comments regarding the availability of marking schedules and examiners comments with the papers and the opportunity to comment on proposed examination papers in advance;
2. New issues raised by the students including: occasional lack of linkage between the learning outcomes and content of a session; weighting of the four components of assessment in ME3099 with components requiring more work receiving fewer marks; and some of the pre-reading in ME3097 was onerous and sometimes did not clearly link to the content of the sessions.

The following response has been provided on behalf of the School:

1. The School will ensure that these ideas for improvement will be incorporated in the action plan for 2015/16. The exam paper in question is for module ME3093 which is shared with students on the BSc Clinical Epidemiology. It is worth mentioning that the external examiner for that programme outlined that the availability to markers of model answers for this module exam was a significant improvement for 2014/15. It was also noted that the marking schedules were well prepared and laid out and appeared well used. For 2015/16 the School will provide Professor Morrison with the same documentation to allow comment;
2. Regular team meetings at module and course level will help develop both horizontal and vertical alignment within the course. The ME3099 module team is looking at ways that the assessment policy can be communicated clearly to students in 2015-16 with a possible change to the assessment in 2016 (subject to programme approval). There is a risk that lists of recommended reading can be unlinked to taught content

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when most of the tutors on ME3097 are not on site. There will be a telephone conference for all tutors on this module so that this issue can be raised and the structure and aims of the module reiterated.

The University is pleased to note your positive comments including

1. your positive indications regarding the programme structure, academic standards and assessment process;
2. Your comments highlighting that many of the students have had their dissertations accepted for presentations at major Medical Education conferences such as ASME and AMEE and several have been submitted for publication
3. Opportunities for students to engage in peer assisted learning;

I hope that you will find this response satisfactory and thank you for your continued support of the programme and we are most grateful for your valuable input into this process.

In order to meet the expectations of the QAA Quality Code, both the External Examiner Annual Report and this Institutional Response will be published on the University Student Intranet and will be available to all students and staff.

The University's provision of the formal Institutional Response is not intended to constrain direct communication between schools and their External Examiners. Schools are encouraged to discuss with their External Examiners any matters of detail raised in their Reports and, more widely, any issues impacting on the quality and standards of awards, including possible changes to programmes.

We are most grateful for your comments and for your support in this matter.

Yours sincerely,



Mr Simon Wright
Academic Registrar