



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 Helen James		
Home Institution / Employer of External Examiner:	University of East Anglia		
Programme and / or Modules Covered by this Report	Primary BDS, Part 1 <i>BDS(Hons) in Dentistry (Primary BDS, Part 1)</i>		
Academic Year / Period Covered by this Report:	2016-17	Date of Report:	21/06/2017

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)

There is a good combination of 'basic' science (biochemistry, physiology and anatomy) with some clinical aspects/experience (on an P/F basis). The programme is coherent and has a strong practical element; there is a good mix of teaching approaches and assessment styles. The Course Handbook is very detailed and clearly sets out the aims of year 1; the students are robustly assessed. The year 1 curriculum fits well with the QAA benchmark statements for dentistry.

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

As stated above the year 1 programme fits well with the QAA benchmark statements for dentistry. I had the opportunity to look at a number of pieces of student work (both coursework and examinations). The academic standards and achievements, across a range of ability students, were comparable to similar stage students I'm more familiar with. The Pass/Fail nature of the Reflective Portfolio and Viva allows

an assessment of professional competencies and it is appropriate that these are considered alongside the assessment of the academic knowledge and understanding of the students.

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

The assessments are split into three key sections or elements (practical assessments, projects, and examinations) in addition to the P/F clinical competencies. There is a variety of different types of assessment including group work (for example a poster), practicals and spot tests; however a lot is focussed on course tests and examinations. In total the students are subject to a large number of summative assessments plus some formative assessments. This year three times more students failed ICA4 in comparison to number of failures for ICA2 and 3; the suggested reason for this was “assessment fatigue”. I am aware that the academic team are carefully considering the assessment profile and the number of separate assessments. There is a high expectation in the level and breadth of knowledge and understanding the students should be able to demonstrate; the variety of assessments provides opportunities for demonstration of student understanding and knowledge in a rigorous and fair manner. I understand that there is an ongoing discussion about the value of essay style questions, and whether to remove this type of exam question. Careful consideration must be made so that no student is disadvantaged by any change made.

I was sent the examination papers and model answers for comment in a timely manner. There were a good mixture of style of questions and the model answers were informative. The Assessment Criteria and marking schemes appeared entirely appropriate. The marking was appropriate and consistent. I looked at a number of items of work from across the mark range and it was apparent from the feedback/ comments clearly show how the marks were achieved.

The Exam Board itself was run efficiently and the summary paperwork provided was very informative and helpful. All the exam papers and coursework was available to look at during my visit. Any queries I had were quickly dealt with and answered in a satisfactory manner.

The pass mark was changed from 40% to 50% and standard setting was used for the Spot Test, ICAs 2 and 4 and Exam papers for the first time this year. Thank you for the detailed report (produced within a very short timeframe) on how the standard setting was achieved and how the students performed. I am happy that these changes have been introduced satisfactorily; I would encourage you to continue to monitor the students’ achievements under this new assessment pattern and to continue to annually undertake an analysis of the standard setting (as I know you plan to do).

Overall I am very happy with the assessment process and consider that it is rigorous but fair, and that marking is appropriate and consistent

4. Year-on-Year Comments

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

Last year I queried whether the students were over assessed and I make a similar observation above. I appreciate the School's response to my comments from last year. In the various discussions during my visit and during the exam board this year it is clear that the assessment profile is constantly under consideration and review. In my report last year, I also made some comments regarding moderation, in particular with respect to essay marking. Thank you for the School response. The marking scheme used for essays this year was very clear and informative.

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)

n/a

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

I particularly liked the 'reflective commentary' that the students submitted alongside their individual poster.

I would encourage the use of group work where appropriate (I appreciate the opportunities the group poster assessment provides for example).

The information provided to External Examiners and access to student work upon my visit was very good.

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

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?	Y		
Draft Examination Question Papers				
8.3	Were you asked to approve all examination papers contributing to the final award?	Y		
8.4	Were the nature, spread and level of the questions appropriate?	Y		
8.5	Were suitable arrangements made to consider your comments?	Y		
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?	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?			N/A
8.24	Was the sample in accordance with the University's sampling guidelines (guidelines provided below)?			N/A
8.25	Were you satisfied with the standard and consistency of marking applied by the Internal Examiners?			N/A
8.26	Were you able to attend the Master's Degree (Dissertation) Stage Examining Board?			N/A
8.27	If so, was the Examining Board conducted properly and in accordance with established procedures?			N/A
8.28	Were the schemes for marking and classification correctly applied?			N/A
8.29	Were the standards of the awards recommended appropriate?			N/A
8.30	Comments on the Examination of Master's Dissertations. <i>Please provide any comments you may wish to make on the issues raised above.</i>			

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