

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).

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	For completion by External Examiner:		
Name of External Examiner:	Dr Chris Harrison		
Home Institution / Employer of External Examiner:	University of Keele		
Programme and / or Modules Covered by this Report	MSc in Medical Education		
Academic Year / Period Covered by this Report:	2018/19	Date of Report:	10/7/19

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 course is very well-designed, with face-to-face, highly interactive teaching sessions, enabling participants to see at first hand different approaches to teaching and learning. Most students are healthcare professionals who complete the course part-time, but a few students complete the course on a full-time basis. The course is designed to easily allow both options. The programme is very carefully evaluated and I was pleased to see that there a high response rate by students to the evaluation questionnaires. I saw evidence that the teaching team reflected carefully on the evaluation results and made appropriate changes as a result. They should be commended for this.

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

This course sets very rigorous standards, more than some other similar Masters courses in medical education in the UK with which I am familiar. However, there is a very high pass rate, demonstrating that this standard is appropriate.

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

There is a very rigorous, fair and transparent assessment process. Standards are at least comparable with similar Masters at other institutions. A proportion of assignments are double-marked and I saw evidence of careful analysis of the double-marking process and of assessors' marking profiles overall. I was given adequate time to analyse a selection of assignments with the associated marks and feedback. Students are asked to adapt the assessment task to their particular work circumstances. This ensures that each assessment is highly relevant and authentic. Feedback after each assignment is highly detailed, specific and constructive. It is provided in a timely fashion. Commendably, the feedback acknowledged (by appropriate empathic comments) the likely emotional response from the feedback recipient when constructively critical comments were made. Some of the weaker students appear not to have fully engaged with the feedback. I was pleased to hear that the teaching team have plans to enable "feed-forward" of the feedback comments from one assignment to the next. There is good evidence within the educational research literature of the benefits of this approach, and the team should be commended for this.

**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.]*

I received all the dissertations and was satisfied that the marking scheme was applied appropriately. As with the assignments, feedback was highly detailed, specific and constructive. This feedback would be very helpful for any students planning to progress towards a PhD.

**5. Year-on-Year Comments**

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

This is my first year as an external examiner for this course, but I was able to view the previous year's reports. There were no important year-on-year issues to consider.

**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)

I was appropriately briefed by the programme director and the rest of the teaching team. I did not personally meet with the students but I was able to study the detailed evaluation comments (see above). I was able to view an appropriate sample of assignments as well as all the dissertations.

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

As mentioned above, I am impressed by the high-quality teaching sessions, detailed evaluation, authentic, relevant assessment and constructive specific feedback offered throughout the course. I was very struck by one student's

comments in the end-of-course evaluation, which elegantly summarised many other students' comments:

*I am impressed with the way in which throughout the course the faculty have “practised what they preached” and used many of the techniques which we are learning about in their teaching sessions. This demonstration of teaching techniques has made the course more memorable and engaging.*

The course gives both a sound theoretical understanding of educational principles and practical teaching opportunities. In addition, the Contemporary Issues module enables consideration of “hot topics” and gives students a choice in subjects to study in more depth. The enthusiasm and commitment of the teaching team is clear to see.

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

Not applicable.

## 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?			N/A
<b>Commenting on draft examination question papers</b>				
9.3	Were you asked to approve all examination papers contributing to the final award?			N/A
9.4	Were the nature, spread and level of the questions appropriate?			N/A
9.5	Were suitable arrangements made to consider your comments?			N/A
<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?	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		
<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/A</b>
9.21	If so, were you made aware of the procedures and conventions for the award of Joint Honours degrees?			<b>N/A</b>
9.22	Was the Composite Examining Board conducted according to its rules?			<b>N/A</b>

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