



Academic & Student Support Services
Academic Registrar Simon Wright LLB
Gwasanaethau Academaidd a Chefnogi Myfyrwyr
Cofrestrwydd Academaidd Simon Wright LLB

Cardiff University
McKenzie House
30-36 Newport Road
Cardiff CF24 0DE

Tel *Ffôn* | +44(0)29 2087 9189
www.cardiff.ac.uk

Prifysgol Caerdydd
Tŷ McKenzie
30-36 Heol Casnewydd
Caerdydd CF24 0DE

Sent by email to y.thomas@worc.ac.uk

17 August 2016

Dear Dr Thomas,

Re: Institutional Response: External Examiner Annual Report 2015–2016

I am writing further to the receipt of your External Examiner's Report for the BSc in Occupational Therapy.

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.

Issues Highlighted

1. The inclusion of HC2130 as an inter-professional subject based on group work;
2. The length of time from allocation of case study to the date of the presentation for module HC2124
3. The wording of assessments for module HC2123 and HC2124

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

1. HC2130 is an interprofessional module and this was the first year of implementing both the taught element and the assessment. In relation to the assessment, there is a formative element built into the module which could be more clearly linked to the summative reflection and impact assessment for the students.

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Comments from the external will be shared with the module leaders for consideration with next year's cohort, including how the externals will be allocated work to review. Within OT there was staff sickness this year which meant that marking had to be reallocated at short notice and next year the markers will be drawn from the module team to help with consistency of marking.

2. The 10 day period of release of case studies for this module has been in place for a number of years within the OT programme and has in fact been increased from 3 days previously. This timeframe is meant to reflect practice and therefore helps to prepare our students for a realistic model of working once qualified. In previous years there has been a good spread of results for this type of assessment, with students being able to evidence that they can produce very high quality, thoroughly researched case presentations.
3. It is pleasing to see that the external agrees that these two assessments are distinctly different from each other (HC2122 and HC2123) . This feedback will be shared with the module leaders of both modules so that they can review the wording in their assessment information for students to help clarify the emphasis on each assessment.

The University is pleased to note your positive comments including:

1. Your positive indications regarding the programme structure, academic standards and assessment process
2. The recognition of excellent academic achievement with high grades, especially at level three.

I hope that you will find this response satisfactory and we thank you for your continued support of the programme.

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 website 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