

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

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	For completion by External Examiner:		
Name of External Examiner:	Dr Vincent Cooper		
Home Institution / Employer of External Examiner:	Keele University		
Programme and / or Modules Covered by this Report	PgCert., Diploma and Masters in Medical Education (eLearning)		
Academic Year / Period Covered by this Report:	2018-2019	Date of Report:	17 Sept. 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)

This is a highly structured and very well-supported e-learning course, with an excellent range of modules covering mainstream topics in medical education. The emphasis is on a robust theoretical approach, use of recent literature and practical application in students' own professional settings. The tutors monitor student engagement and progress carefully and are active participants in the modules, encouraging communication between students in a collaborative learning environment. The design and content of learning materials is impressive and subject to regular review and refinement. Overall, this course has a coherent structure, wholly appropriate to developing clinical teachers and educational leaders.

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

This course sets a very high standard, comparable with other institutions but, I think, with a greater expectation of a theoretical, literature-based approach. This academic rigour adds prestige to the qualification. Statistics of student recruitment, progression and the spread of marks across modules and between students attest to the appropriateness of the standards.

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 broad range of assignments, incorporating theory, critique, designing course components, use of educational technology and reflective practice. The specifications and scope relate to the module credits and, where assignments include two components (e.g. a product and a critique, the course team monitors the balance between components and overall burden, adjusting as necessary). The introductory module includes a trial assignment and detailed feedback to ensure that students understand the requirements and marking system. Double marking procedures, moderation and feedback to students are exemplary, as I have commented previously. Congruence between examiners is good and differences at grade boundaries are resolved carefully, involving an external examiner where appropriate.

4. Examination of Master's Dissertations (if applicable) (sample of dissertations received, appropriateness of marking schemes, standard of internal

I have seen a sample of over 50% of dissertations, including all involving grade boundaries and one failure and re-submission. Marking is thorough and consistent throughout, with clear justification and I am totally satisfied that the standards set are appropriate and consistent.

5. Year-on-Year Comments

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

In my last report, I raised an issue about difficulties experienced by the course team in dealing with students' extenuating circumstances. The University's response was very helpful and the tutors assure me that no difficulties remain.

This year's developments include:

- Students being asked to submit videos earlier for the peer review module to facilitate the feedback element. This addresses a problem of some students not completing the assignment because their student partners had failed to provide the material.
- Modification of introductory module to include more guidance on workload and expectations
- Reduction in word count for the Educational Media module to reflect the considerable workload in producing the resource. Not all students appreciated this, feeling they need more space to comment. I suggested a compromise of using the original word limit but advising students that significantly shorter is acceptable
- Introduction of online marking for all modules, providing more structure and the ability to use text markers for very specific comments. I think this is a significant advance and it has been well-received by students

The course team has indicated some possible developments for next year, including:

- Intention to increase webinars and podcasts, since these are popular
- Possibility of dividing module marks between the assignment and a measure of participation in the course and to increase tasks and activities to encourage engagement. Some students have commented on poor participation by their peers in discussion groups, reducing the benefit to others, and this development addresses the problem.
- Re-development of the Contemporary Issues module. At present, this assignment includes topics that relate to personal development and reflection, so the intention is to re-focus on the module title.

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)

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

As evidenced by the comments above, the course team is constantly evaluating, discussing and developing this course, giving it a very dynamic feel. Student feedback is sought and used constructively and tutors report back to students on actions taken. This year's development of online assessment is a great advance and markers use this to provide highly focused feedback. I am impressed particularly by the Educational Media assignment, in which students have to master a fairly complex tool and produce an educational resource with it. This stretches and inspires students and can give them confidence to innovate.

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

I am grateful to the course team and to the University for giving me the opportunity to participate in this excellent course and for supporting me so well in this role. The entire team has always been open, constructive and receptive to questions, ideas and suggestions. I have been sent representative samples of assignments and dissertations, together with marking and feedback. Prior to each examination board I have attended, all the assignments and course documentation have been laid out and I have had adequate time to review these and ask questions.

As I have noted in my reports, each year has seen developments to the course and its management, both in response to student feedback and through a rigorous process of review, discussion and innovation. I have made a few suggestions but I think my role has mainly been to encourage and support the team in implementing its own ideas. Development plans for next year follow this trend.

This is a flagship course in medical education and I am sure it will continue to play a major part in developing clinical teachers and educational leaders in the UK and internationally, whilst setting a standard for others to emulate.

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)
Programme/Course information				
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		
Commenting on draft examination question papers				
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
Examination scripts				
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?			N/A
9.7	Was the general standard and consistency of marking appropriate?			N/A
9.8	Were the scripts marked in such a way as to enable you to see the reasons for the award of given marks?			N/A
9.9	Were you satisfied with the standard and consistency of marking applied by the internal examiners?			N/A
9.10	In your judgement, did you have the opportunity to examine a sufficient cross-section of candidates' work contributing to the final assessment?			N/A
Coursework and practical assessments				
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		
Clinical examinations (if applicable)				
9.15	Were satisfactory arrangements made for the conduct of clinical assessments?			N/A
Sampling of work				
9.16	Were you afforded sufficient time to consider samples of assessed work?	Y		

Examining board meeting				
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		
Joint examining board meeting (if applicable)				
9.20	Did you attend a Composite Examining Board, i.e. one convened to consider the award of Joint Honours degrees?			N/A
9.21	If so, were you made aware of the procedures and conventions for the award of Joint Honours degrees?			N/A
9.22	Was the Composite Examining Board conducted according to its rules?			N/A

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