

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 Cathy Williamson		
Home Institution / Employer of External Examiner:	Newcastle University School of Medical Education		
Programme and / or Modules Covered by this Report	Medicine MB BCH Phase 2 (Years 3 and 4)		
Academic Year / Period Covered by this Report:	2018-19	Date of Report:	2.8.19

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)

This is my third academic year as External Examiner for Years 3 and 4 Medicine at Cardiff University, which is a 5 year undergraduate degree programme leading to the award of MBChB and subsequent provisional registration with the General Medical Council. The C21 curriculum with its associated assessment schedule is in place across all 5 years of the programme.

Links to the GMC 'Outcomes for Graduates' document (GMC 2018) are well-articulated throughout each assessment including the ISCE. The Practical Skills Log also provides direct and clear evidence of attainment of competencies which will be required by future graduates as specified in 'Practical Skills and Procedures' (GMC 2019).

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

I am an experienced clinician, clinical teacher and assessor of Years 3 and 4 medical students. The academic standards in operation at Cardiff University continue

to compare favourably to those within Years 3 and 4 in the other undergraduate Medicine programmes that I am familiar with.

The overall academic standard was high throughout the assessment process with a range of student attainment apparent during each of the practical clinical and written assessments that I observed.

Students who had not yet reached the required standard to progress seem to have been appropriately identified during the May assessment process and have engaged well with the remediation opportunities offered. The overall standard of achievement during the July ISCE examination was observed to be generally acceptable, which is a particular credit to the hard work of students and staff during the remediation period.

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

The assessment process has been rigorously designed and includes multiple elements which are all required to be completed to a satisfactory standard to allow progression to the next level of the programme. These elements are grouped into 4 domains of assessment:

- Science (Knowledge and Understanding)
- Practice (Skills and Competencies)
- Professional Behaviour
- Scholarship

The assessment process for 2018-19 was clearly explained to students in the Assessment Guide for each year group and was delivered as laid out in each Assessment Guide.

A range of assessment methods is employed including: Progress Tests (SBA exams); submission of portfolios and practical skills log; clinical examinations (12 station Year 4 ISCE - Integrated Structured Clinical Examination); Student Selected Component assignments; assessments of professionalism including satisfactory Clinical Supervisor reports and engagement with course work.

I received the Blueprint for the Progress tests prior to the beginning of the academic year and was invited to comment on drafts of each Progress test in good time. Comments were all considered and responded to clearly. I was invited to comment on drafts of every station for the May ISCE examination and new stations for the July 2019 ISCE; comments were all considered and responded to appropriately.

I was unable to be present in person at the Phase 2 Board of Examiners in June 2019 due to conflicting assessment processes at Newcastle Medical School; however I was available via Skype.

I attended the External Examiners briefing day on 18.7.19 when all External Examiners were invited to meet together with the team. We had ample opportunity to discuss each element of the programme including changes planned to Assessment for 2019-20. I also had opportunity to make recommendations to the team directly then.

I attended the Phase 2 Board of Examiners in August 2019. I had opportunity prior to the August Board to view a range of written student assessments and the documentation for the Board, including the previous Board's minutes. Standard setting procedures were observed to be rigorously implemented and clearly explained throughout the Exam Board, whilst a supportive and fair approach to appropriate remediation opportunities for students was evident throughout.

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.]

Not applicable

5. Year-on-Year Comments

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

I had the opportunity to attend the Year 4 ISCE in May 2019 and again in July 2019. This is a high stakes clinical examination involving large numbers of students, patients, simulated patients, clinical examiners and staff and requiring major planning and coordination by the assessment team. The exam was extremely well-organised and delivered throughout this academic cycle.

Throughout 2018-19 all ISCE circuits have been held at Heath Park Campus, rather than having one circuit based at University Hall as in 2017-18. Having all the circuits on one site has undoubtedly helped the complex organisation run more smoothly, for example, by allowing the 3 circuits to be run over the same time frame. Students, patients, simulated patients and young actors have also benefited from the proximity of the academic support team. This is an improvement from the arrangements in 2017-18.

The space at Heath Park is not ideal in all respects however and the assessment team plan to continue to review the location and logistics to ensure the future smooth running of this important clinical examination.

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)

This is my third year as External Examiner so not applicable.

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

I have been very impressed this year by the ongoing development of the ISCE examination to include an even more diverse representation of the patient population. I have previously commented positively on the use of local child actors and this year this was complemented by the inclusion of Hijinx actors representing patients who have learning disability. I have previously had opportunity to witness these actors involved in delivering highly effective teaching workshops with students. The high standard of training evident makes this an exciting innovation in clinical assessment.

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

Not applicable – I have been asked for continue for a final year in 2019-20

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?	Y		
9.4	Were the nature, spread and level of the questions appropriate?	Y		
9.5	Were suitable arrangements made to consider your comments?	Y		
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?	Y		
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	
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