

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

Cardiff University

McKenzie House
30-36 Newport Road
Cardiff CF24 0DE
Wales UK

Tel please see below
Fax +44(0)29 2087 4130

www.cardiff.ac.uk

Prifysgol Caerdydd

Tŷ McKenzie
30-36 Heol Casnewydd
Caerdydd CF24 0DE
Cymru Y Deyrnas Unedig

Ffôn gweler isod
Ffacs +44(0)29 2087 4130

www.caerdydd.ac.uk

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|---|--|-----------------|----------|
| | For completion by External Examiner: | | |
| Name of External Examiner: | Kate Bowers | | |
| Home Institution / Employer of External Examiner: | University of Hull | | |
| Programme and / or Modules Covered by this Report | MSc/PgDip/PgCert in Wound Healing & Tissue Repair and Level 7 (Sessional) modules for Pressure Ulcer Management, Leg Ulcer Management, Diabetic Foot Ulcer Management | | |
| Academic Year / Period Covered by this Report: | 2018/19 | Date of Report: | 27/10/19 |

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 postgraduate taught programme is mainly distance learning with some on-campus learning and teaching. The programme structure is shown in the student handbook and students are provided with a link to the university regulations for *post graduate taught programmes of study – modular* which provides information about how the marks awarded contribute to their exit award classification.

The curriculum is balanced and coherent – exploring the range of political, economic, psychosocial and physiological factors that inform this area of study. All modules are core, but importantly, students are able to orientate their learning and assessment to their professional roles, clinical specialities and interest. Although the programme is mainly delivered via distance learning, the university VLE (Learning Central), makes it clear that there are opportunities for one-to-one discussions with the Programme Director.

The Programme Director is well known for her Pan-European work in this clinical speciality and is an experienced Programme Director. As a consequence of these factors, students are provided with an information-rich and well-organised learning environment.

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

Throughout my tenure I have witnessed that the programme is maintaining the threshold academic standards set for its award in accordance with the QAA Frameworks for Higher Education Qualification of UK Degree-Awarding Bodies. The academic standards and the achievements of students are certainly comparable with those in other UK higher education institutes that I have experience of.

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 good level of consistency in terms of the module aims and learning outcomes. The assessments provide appropriate challenge for this level of study. Students have 2 options regarding the dissertation assessment task and these options are equally challenging.

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

Dissertations are sent to me with the appropriate marking scheme, and internal markers feedback. Marking is carried out by a range of internal markers and the vast majority of these provide detailed consideration of the work against the assessment criteria. There is a very good standard of internal marking and good agreement between markers. Where necessary, a third internal marker is appointed to consider the work against assessment criteria.

5. Year-on-Year Comments

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

No concerns were raised in previous External Examiners reports.

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 noted in last year's report, students are provided with examples of previous students' work to help orientate them to an assessment task. These examples show the mark awarded as well as the examiner's feedback. In my view, these materials provide students with guidance about expectation around academic standards as well as make clear how assessment criteria and rubrics are used to grade work.

Students receive thorough and consistent feedback on their work. Feedback refers to both subject or disciplinary knowledge and understanding as well as the use of academic conventions and writing style. The Programme Director encourages students to document and review assessment feedback and write action plans designed to use feedback within subsequent assessments.

Digital technology is used well within this programme. For example, students' lecture material includes those delivered by experts in the field of tissue repair who are based in the United States.

Students are informed of and encouraged to attend national and pan-European conferences within this field of practice.

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

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 | | |

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|--|---|---|--|-----|
| 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? | | | N/A |
| 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