



EXTERNAL EXAMINER ANNUAL REPORT FORM

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	For completion by External Examiner:		
Name of External Examiner:	Yvonne Thomas		
Home Institution / Employer of External Examiner:	University Of Worcester		
Programme and / or Subjects Covered by this Report:	BSc (Hons) Occupational Therapy <i>BSc in Occupational Therapy</i>		
Academic Year / Period Covered by this Report:	2015/2016	Date of Report:	29/7/16

For completion by External Examiner in the spaces provided. Please extend spaces where necessary. **Please note this Form will be published online.**

1. Programme Structure

The Occupational Therapy program structure is clear and consistent with the aim of educating competent Occupational Therapy graduates and for professional registration. The program comprises a good range of both academic modules and practice learning modules which allow for appropriate progression from level 4 through to level 6. The curriculum has been rewritten and the level 5 modules delivered this year are new. The development of new modules has been effective in providing students opportunities to develop both academically and in their practical application of knowledge. The use of Cardiff University Generic Rubrics and the on line marking with clear feedback is very beneficial.

As external examiner, I reviewed two resits presentations of level 6 students in August 2015, and reviewed HC2123 Intervention, Approaches and Professional Reasoning, online in June 2016. I visited the department on June 21st/ 22nd to review 5 modules across level 5 and 6.

HC2122 –

HC2123 – Intervention, approaches and professional reasoning

HC2124 – Presentations of Case Studies

HC2130 – Inter-professional Module

HC3095 – Practice Education report and Discussion

The assessments were made available on-line through the shared drive and access to Learning Central provided additional material for some modules. I reviewed the practice placement module HC3095 together with the module coordinator.

The resources provided to students provide clear and useful guidance for assessments and outline the expectations of student performance.

2. Academic Standards

The academic standards of the program are excellent. Entry requirements for the program are set at a high level and students are supported and encouraged to maintain high academic standards throughout the program. Appropriate attention is given to academic skills, practical skills and verbal and written presentation skills. Overall students clearly demonstrate good academic skills relevant to Occupational Therapy practice. Where students have failed to meet the standards the feedback provided makes it clear how they should improve their work.

3. The Assessment Process

A range of assessment methods are used throughout the BSc (Hons) Occupational Therapy program. All assessments are clear and methods are consistent and progressively more challenging throughout the program. A range of information regarding the assessment processes and assessment criteria are provided to students together with guidance on the assessment requirements through the Learning Centre online site.

I reviewed videoed presentations based on clinical case studies that clearly demonstrated the application of theoretical knowledge and the socio-political context of health related care. The reflective aspects of assignments are designed to ensure competent and safe practice with a focus on the development of professional skills. In all assessment a wide range of grades were allocated with clear differentiations between grades. It was encouraging to see the appropriate recognition of excellent academic achievement with high grades, especially at level three. This suggests that that students are highly motivated and supported to achieve excellence in the assessments and in the programme overall. Where fail grades had been allocated there was clear consistency and feedback provided.

Moderation of assessment was appropriate. Modules reviewed included a number of both individual and group presentations and the assessment process used for presentations are standardised (two staff, PowerPoint, timed and videoed). The consistent approach ensures students become familiar with the process throughout the program.

4. Year-on-Year Comments

There is a clear progression of assessment requirements and methods across the years. Students are well prepared for assessment at all levels.

The inclusion of HC2130 as an inter-professional subject based on group work presented some issues. There were three assessment pieces for this 20 credit

module, a care plan based on the groups process, a personal reflection and an Impact Assessment. There was no assessment of the group as a whole, although it was clear from the reflection that groupwork skills were taught and used in the process. This subject is moderated by a number of External Examiners. I reviewed only 4 scripts. As with many subjects with large numbers of students and problematic coordination of staff there was a lack of consistency in the amount of feedback provided, and generally lower marks for a lot of students than other modules particularly for the Impact Assessment. It appeared that the marks were polarised, with many scripts scoring below 50 and a good number of scripts scoring more than 75%.

As discussed in the exam board a review of the assessment of this module is planned.

5. Preparation / Induction Activity (for new External Examiners only)

6. Noteworthy Practice and Enhancement

HC2124 - While presentations are challenging for students who are unconfident and anxious, these assessment allow opportunities for practice in and supportive and encouraging environment. At all times assessors were respectful and supportive of students, and made every attempt to minimise the student's anxieties. The presentation at Level 5 enables clear discrimination between those students who could confidently and critically articulate their professional reasoning and those that struggled to do so. Those students that failed this assignment were clearly unable to demonstrate the level of performance expected. They were often less confident and more anxious during the assessment. The rigour of the assessment process, with two assessors and a range of questions was excellent. The length of time from allocation of case study to the date of the presentation is worthy of reviewing, given the needs to thoroughly research the context and interventions being presented.

HC2123 – It was noted that the students had reported some confusion between this assessment and HC2124 assessment. On reviewing both modules guides and the assessment feedback it appeared clear to me that the focus of these assessments was different, and clear different. The importance of research skills to support the intervention plan for an individual case study and for providing a rationale for an intervention approach for a group of service users appeared to be the cause of the confusion. Both assessments are useful and excellent preparation for practice (Intervention plan) and for service development or providing a rationale for an existing service (HC2124). The occupational science focus in HC2124 is entirely appropriate.

7. Appointment Overview (for retiring External Examiners only)

N/A

8. 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				
8.1	Did you receive sufficient information about the Programme and its contents, learning outcomes and assessments?	√		
8.2	Were you asked to comment on any changes to the assessment of the Programme?	√		
Draft Examination Question Papers				
8.3	Were you asked to approve all examination papers contributing to the final award?		√	
8.4	Were the nature, spread and level of the questions appropriate?		√	
8.5	Were suitable arrangements made to consider your comments?		√	
Marking Examination Scripts				
8.6	Did you receive a sufficient number of scripts to be able to assess whether the internal marking and classifications were appropriate and consistent?			√
8.7	Was the general standard and consistency of marking appropriate?			√
8.8	Were the scripts marked in such a way as to enable you to see the reasons for the award of given marks?			√
8.9	Were you satisfied with the standard and consistency of marking applied by the internal examiners?			√
8.10	In your judgement, did you have the opportunity to examine a sufficient cross-section of candidates' work contributing to the final assessment?			√
Coursework and Practical Assessments				
8.11	Was the choice of subjects for coursework and / or practical assessments appropriate?	√		
8.12	Were you afforded access to an appropriate sample of coursework and / or practical assessments?	√		
8.13	Was the method and general standard of assessment appropriate?	√		
8.14	Is sufficient feedback provided to students on their assessed work?	√		
Clinical Examinations (if applicable)				
8.15	Were satisfactory arrangements made for the conduct of clinical assessments?			√
Sampling of Work				
8.16	Were you afforded sufficient time to consider samples of assessed work?	√		
Examining Board Meeting				

		Yes (Y)	No (N)	N/A (N/A)
8.17	Were you able to attend the Examining Board meeting?	√		
8.18	Was the Examining Board conducted properly, in accordance with established procedures and to your satisfaction?	√		
8.19	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?	√		
Joint Examining Board Meeting (if applicable)				
8.20	Did you attend a Composite Examining Board, i.e. one convened to consider the award of Joint Honours degrees?			√
8.21	If so, were you made aware of the procedures and conventions for the award of Joint Honours degrees?			√
8.22	Was the Composite Examining Board conducted according to its rules?			√

Please return this Report, preferably in a Microsoft Word format, by email to:

ExternalExaminers@cf.ac.uk

Your fee and expenses claim form and receipts, should be sent electronically to the above email address or in hard copy to:

Clive Brown, Registry Officer, Registry & Academic Services, Cardiff University,
McKenzie House, 30-36 Newport Road, Cardiff, CF24 0DE