



## EXTERNAL EXAMINER ANNUAL REPORT FORM

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	For completion by External Examiner:		
Name of External Examiner:	John Smith		
Home Institution / Employer of External Examiner:	University of Westminster		
Programme and / or Subjects Covered by this Report:	PGC Medical Illustration		
Academic Year / Period Covered by this Report:	2012 – 2013	Date of Report:	Sept 2013

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

Throughout my time as External Examiner minor modifications have been made to the programme structure to maintain and enhance the programme’s relevance. I have not had cause to doubt the relevance of the programme structure at any stage. I did make some comments last year, questioning the frequency with which certain elements are reviewed and received the following response: ‘The course is undergoing major review at the moment and one of the reasons for this is to reflect recent changes in professional practice. Part of the course redesign is to introduce a new work-based module to replace the final specialist optional module. Students will identify a subject area for the work-based module, which is relevant to their clinical photography practice. The course redesign should bring more variety in the topics being explored by the students and it will allow them to investigate a subject that is relevant to their department/practice.’ This sounds like a useful and welcome development. The structure and content of the programme has, during my time, always been clear in relation to the programme’s stated aims, learning outcomes and specification. The course team, past and present, maintain the programme’s relevance to professional requirements through active engagement with the profession, e.g. through IMI activities; indeed they help steer the profession through changing circumstances as governmental and regulatory body requirements change over time.

## **2. Academic Standards**

Have been consistently high and consistently applied. The rigour of the academic conduct of both staff and students is very impressive. In my opinion the programme exceeds the threshold academic standards set for its award in accordance with the frameworks for higher education qualifications and sets high standards for the profession; I would not be surprised if some students find it rather challenging to meet the expected standard during, and throughout, their course of study, but I am certain that they appreciate the exercise all the more on successful completion of their studies.

As with my previous reports: the standards set are appropriate for the PGC level and the standard of student performance is generally high and should be commended.

## **3. The Assessment Process**

Is clear and transparent. Coursework briefs, including guidelines for content and preparation, and criteria for assessment, are detailed and communicated clearly. Feedback is exemplary, detailed, constructive and meticulous: feedback comments are clearly related to the stated assessment criteria. There is an excellent balance of assessment methods and assignment types; the volume of assessment is high but is appropriate for the level.

Unfortunately I was not able to attend the Examination Board this year because of other commitments but I have attended boards in previous years, all of which were conducted properly, in accordance with established procedures and to my satisfaction.

Again, as with my previous reports: the specified assessment criteria are comparable with my experiences of other institutions and the specified assessment criteria are clearly defined and consistently applied in relation all modules.

## **4. Year-on-Year Comments**

Assessment has been consistent from year to year; otherwise I have nothing substantial to say that is not noted elsewhere.

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

N/A

## **6. Noteworthy Practice and Enhancement**

In addition to my comments elsewhere the course obviously benefits greatly from having a small, dedicated course team whose academic rigour is matched by their understanding of clinical and imaging practices, and who work with a relatively small and, apparently, equally dedicated group of students, who also combine their academic study with their clinical imaging practice. The course is an excellent example of student- and academic-practitioners working together constructively to raise standards within a profession: a model that maybe relevant elsewhere. I made some comments last year regarding the possible publication of students' work and received a detailed and encouraging response stating, 'For the last three years

students have presented their work in the 'New Voices' session at the Institute of Medical Illustrators Annual Conference. Previous students have also published work in the Journal of Visual Communication in Medicine and have won national awards for work they have produced as part of the course.' I had raised the question of publication of students' work, having been impressed with the quality of students' submissions, informed, as it often is, through the assessment and feedback process, which is akin to peer review.

## **7. Appointment Overview (for retiring External Examiners only)**

It has been a pleasure, and something of an honour, to have been associated with the course and the course team over the past few years. I have previously commented that I feel I have learnt more from the relationship than I have been able to give. I believe this reflects the very high academic and professional standards of the course and hope that it doesn't reflect my own failings! I have gained valuable experience from my time as External Examiner, which has informed some of my developing practice at my own institution; I hope to be able to use my positive experience of the course to the benefit of other courses and institutions in any future External Examiner roles I may have. Regarding student publications and awards I have been informed, 'any future student success will be shared with the External Examiner', so I encourage my successor to look out for examples. I wish the course team all the best with the new, reviewed, course!

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

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

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

[ExternalExaminers@cf.ac.uk](mailto: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