

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

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|   |   |                 |            |
|---|---|-----------------|------------|
|   | For completion by External Examiner:  |                 |            |
| Name of External Examiner:                        | Ruth Brown  |                 |            |
| Home Institution / Employer of External Examiner: | Imperial College Healthcare NHS Trust<br>Honorary Senior Lecturer Imperial College School of Medicine, London |                 |            |
| Programme and / or Modules Covered by this Report | Intercalated BSc Emergency, Pre-hospital and Immediate Care (EPIC)  |                 |            |
| Academic Year / Period Covered by this Report:    | 2018-2019   | Date of Report: | 15/07/2019 |

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 innovative, strongly clinical BSc aims to build on basic core clinical skills already acquired and to introduce and refine those skills specific to the delivery of emergency care. The curriculum embraces both pre-hospital and in-hospital care and therefore covers a broad range of practical procedural skills as well as theoretical knowledge. There is a strong academic component that runs as a "golden thread" throughout the modules with a focus on critical thinking and evaluation of published evidence as well as the students' individual project work.

There has been minor revision of both the content and assessment tools in the light of the experience of the first year. This year has also extended the placements to new locations which has been successful.

Teaching is through a combination of taught sessions, mainly interactive discussions supported by didactic learning. The course director emphasises the utility of on line medical education eLearning modules and material, and the students have a comprehensive reading list. During the programme the students have external learning opportunities including accredited courses and conferences in emergency

medicine where they work with and learn from established emergency medicine academics and clinicians.

There are regular simulation and skills teaching sessions supporting the acquisition of procedural competence; students spend a significant time working in the clinical area with supervision and support from practising clinicians. This exposure to the working environment consolidates the learning in classroom and has proven this year to be critical in the development of skills and is what makes the BSc very popular. Reflections from the students repeatedly mention this practical element as being of maximal value, and the learning relationships built in the clinical areas with clinicians has supported the development of not only academic skills but also the non-technical and communication skills required of the 21<sup>st</sup> century clinicians.

The new faculty members have been absorbed into the teaching group with both training and support. The course director provides easily accessible advice for faculty and is responsive to concerns by either direct action or appropriately delegated support locally for students.

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

The standard of taught medicine appears to be high, all course references are appropriate and validated within Emergency Medicine international body of evidence. Methods of teaching are appropriate and well developed and the regular mentoring and feedback allows identification of students who may require more support. Having set the standard by validation against junior doctors in EM last year, the standard has been maintained at that level.

The range of projects offered for the academic component is comprehensive and enables students to choose a project which suits their interest and their academic skills (critical review, original research, quality improvement). The directory of projects drawn up is particularly commended as good practice.

I have reviewed all the written papers and a number of the submitted academic projects and can confirm that the standard of applied knowledge and academic reasoning is appropriate with students maintaining a high level of performance.

## **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 includes summative papers for each module, direct observation of procedural skills and submission of a written module/poster for the academic component.

Standards are clearly defined, the opportunity to “practise” the summative exams with feedback is excellent and students confirm that they are aware of the standard, the content and tools used.

There is an appropriate and effective process for standard setting in addition to revision of questions post hoc. I would recommend ongoing review of questions in

the bank, with an independent quality control before utilisation, but this is to further refine the process rather than identifying a current problem.

In the light of both student feedback and learning relating to the assessment results, the director has determined appropriately that there should be minor adjustments to the balance of content of the assessments in one module to reflect the important and common elements of the taught component – and to ensure the assessment process focuses on applied knowledge and not only factual recall. This demonstrates the flexibility required in a new course but also in a field of medicine that is rapidly evolving.

- 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.]*

## **5. Year-on-Year Comments**

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

This is the second year of the course and the director should be congratulated on the continued improvements and expansion of the course. The programme is comprehensive and well delivered. The faculty are clearly briefed and share a common vision and standardisation is achieved wherever possible. Where there are inevitable variations in clinical experience and case mix available, the director has carefully worked to ensure across a programme students are provided equal access and opportunities.

Planned developments for next year to expand further into other placements have been carefully thought through, appropriate consultation has occurred and adjustments to the course made.

Additional enhancements planned including a useful tracking tool for progression of students and adjustments to the burden of skills assessment to focus on acquisition and practise of skills are welcomed

- 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)

- Excellent use of simulation in each module to build on the theoretical knowledge

- Clinical experience with local mentoring and in department direct supervision by doctors in training – direct feedback on skills but also opportunities to interact with patients in a safe and supervised situation
- Real “ownership” of the students by sites – aided by long placement times so that the students experience being part of the team
- Teaching of practical critical appraisal of the literature is extremely well received and its effectiveness evidenced by the standard of the submitted projects
- Pre-hospital opportunities with the ambulance service well rated in principle but the impact of service demands noted on the lived experience as long waits mean fewer actual patient encounters
- Excellent evidence of response to student feedback in every module – with clear rationale from the director of action taken, or if not possible, the reason
- Evidence of reflection on assessments in the proposal to reduce the number of skills assessment and to refine the sign off process – which will focus on essential skills and mitigate any inter-rater reliability.

**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<br>(Y) | No<br>(N) | N/A<br>(N/A) |
|--|---|------------|-----------|--------------|
| <b>Programme/Course information</b>                    |   |            |           |              |
| 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          |           |              |
| <b>Commenting on draft examination question papers</b> |   |            |           |              |
| 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          |           |              |
| <b>Examination scripts</b>                             |   |            |           |              |
| 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?  | y          |           |              |
| 9.8  | Were the scripts marked in such a way as to enable you to see the reasons for the award of given marks?   | y          |           |              |
| 9.9  | Were you satisfied with the standard and consistency of marking applied by the internal examiners?  | y          |           |              |
| 9.10   | In your judgement, did you have the opportunity to examine a sufficient cross-section of candidates' work contributing to the final assessment?       | y          |           |              |
| <b>Coursework and practical assessments</b>            |   |            |           |              |
| 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          |           |              |
| <b>Clinical examinations (if applicable)</b>           |   |            |           |              |
| 9.15   | Were satisfactory arrangements made for the conduct of clinical assessments?  |            |           | n/a          |
| <b>Sampling of work</b>                                |   |            |           |              |
| 9.16   | Were you afforded sufficient time to consider samples of assessed work?   | y          |           |              |
| <b>Examining board meeting</b>                         |   |            |           |              |
| 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?   | <b>y</b> |  |            |
| 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? | <b>y</b> |  |            |
| <b>Joint examining board meeting (if applicable)</b> |   |          |  |            |
| 9.20   | Did you attend a Composite Examining Board, i.e. one convened to consider the award of Joint Honours degrees?   |          |  | <b>n/a</b> |
| 9.21   | If so, were you made aware of the procedures and conventions for the award of Joint Honours degrees?  |          |  | <b>n/a</b> |
| 9.22   | Was the Composite Examining Board conducted according to its rules?   |          |  | <b>n/a</b> |

Please return this Report, **in a Microsoft Word format**, by email to:  
[externalexaminers@cardiff.ac.uk](mailto: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:

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