

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:	Professor Annie Cushing		
Home Institution / Employer of External Examiner:	Queen Mary University of London, Barts and The London School of Medicine		
Programme and / or Modules Covered by this Report	Year 5 MB BCh C21 Programme		
Academic Year / Period Covered by this Report:	2018-19	Date of Report:	08/08/2019

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)

The C21 curriculum appears to be a good design offering appropriate and well-supported learning contexts and competences for final year undergraduate students. The learning and assessment emphasises work-based competences with programme structure and level based on Junior and Senior Hospital and Primary Care Assistantships overseen by Educational supervisors who sign off placement completion and satisfactory achievement of portfolio activities. Learning is experiential with discussion of defined caseload mix, MiniCEX and DOPs assessments that align well with postgraduate education. It would be interesting for the medical school to gain information from their graduates on the extent to which they consider their final year had fulfilled curriculum aims to prepare them for Foundation Year.

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

The programme meets academic standards for the award of MB BCh and reflect those of GMC requirements of graduates. Students undertake the National Prescribing Skills examination and achieve comparable results to other UK medical schools. Knowledge tests designed by the

school are in line with those of other schools and students' performance appears comparable.

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 is the same as last year. The range of assessments provide a means of assessing knowledge, skills and professional behaviour. Knowledge assessment is blueprinted appropriately to design Progress Tests with the final grade calculated as the average of best marks from two of three sittings. This design helps ensure students can achieve the learning outcomes since those who are not achieving the standard can be identified at the end of the second sitting enabling remediation before the third sitting. Students are required to pass knowledge, skills and professional behaviour with equal standards expected across modules and domains. The volume of assessment is appropriate.

The opportunity to identify students who are failing and intervene early, together with the incorporation of workplace-based assessments that are in line with Foundation Year assessments is commendable.

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.]

N/A

5. Year-on-Year Comments

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

My comments this year are the same as in previous years. It was gratifying to see that my suggestion last year for one of the in-course assessments has been incorporated.

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 second year as external examiner and I have attended two External Examiner Training days which have been excellent. They covered curriculum design, the elements of the assessments, the process of formulating assessments and quality assurance and standard setting methods.

I received written paper questions in advance for comments. The Course Assessment Guide was emailed in advance of the May preliminary Board Meeting which I attended.

I was unfortunately unable to attend the Final exam board meeting but the other external examiner was present and I have requested minutes of the meeting.

I did request last year that this year I receive sample coursework to review for standards in advance of the preliminary board meeting. However, coursework was not provided in advance of the Board Meeting and whilst I appreciate that there were severe assessment staff shortages this year, I hope this can be remedied next year so that I can adequately fulfil my role. I would like to see a range of course work including fails and passes. This was discussed at the Preliminary Board Meeting and I was reassured that the Board have this in hand for next year.

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

The alignment of learning, teaching and assessment with postgraduate methodologies is commendable. Assessment documentation is clear and ensures students progressing through the year would be aware of their position in respect of fulfilling criteria to successfully graduate.

Of particular note in respect of good practice is the early identification of students at risk and interventions to support remedial action.

The equality of weight given to professional behaviour for progression is particularly noteworthy.

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

N/A

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?			N/A
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?		N	
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?		N	
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/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