



## EXTERNAL EXAMINER ANNUAL REPORT FORM

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	For completion by External Examiner:		
Name of External Examiner:	Dr Siân Alexander-White		
Home Institution / Employer of External Examiner:	University of Liverpool		
Programme and / or Subjects Covered by this Report:	MB BCh		
Academic Year / Period Covered by this Report:	2014/2015	Date of Report:	15/7/15

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 components are structured closely to reflect the learning outcomes and the programme and assessment blueprints.

### 2. Academic Standards

The competency standards were consistent with the knowledge I have of my own institution and others I have knowledge of by virtue of being an external examiner. The standards are certainly commensurate with the assessment schedule of the University.

### 3. The Assessment Process

I reviewed the Year 3 Resit Data Interpretation Paper March 2015  
 A very good layout with good representations of X-rays and colonoscopy which I imagine will be equally as good as the real paper. There was a good mix of common emergency presentations which will test good clinical knowledge and ability to follow instructions when under pressure.

Year 3 OSCE 29/4/15 Merthyr Tydfil

There was a pre exam briefing of examiners some of which examined for the first time. The PowerPoint was concise and covered all the relevant and salient points.

The examiners were reminded of any declarations of interest and handed the necessary form to fill out in case.

A member of the undergraduate team relayed a concern of the students that not all the stations would have clocks in them. The resolution was that the students could be given time checks however all the students completed the stations within the time frame.

The exam consisted of 10 stations a mixture of simulated and real patients and skills stations. The exam ran all day.

All the stations were a reasonable content and level for Year 3 students. The scenarios were authentic and represented common presentations and conditions. Overall the students did well I did not see a student that would be a cause for concern.

The chest pain station I particularly liked as the student had to synthesise an obvious diagnosis but also an underlying secondary diagnosis.

I wondered if a student doing the kidney stone station before the loin pain station would be at an advantage. The briefing sheet talked about colicky nature of renal pain haematuria and investigations of X ray and a urogram.

I liked the fact the briefing sheet said that you may finish the next station early and not to worry.

I spoke to the actors who value being part of the assessment scoring system. The examiners also valued their opinion of the students. One actor did mention that she would appreciate a free text box to complete in case there was something that was important to feed back to the students for example if the 'patient' had been upset.

I liked the mark sheets being in domains and the facility to give the students feedback .All the examiners were able to fill this out in the time given.

I saw an examiner feedback from showing a slight variation in the information the student was given and what was required. The examiner was able to make the necessary adjustment and the information was cascaded to all subsequent examiners so as not to disadvantage any student. This was also noted in the exam board meeting on May 22<sup>nd</sup>.

The exams would be held over 3 days with some variation in some stations but all of equivalent difficulty.2 stations change every day.

I would have appreciated sight of the OSCE stations before the date especially the mark sheets.

I was given a folder with most of the OSCE documentation in a folder on the day. The facilities were excellent the building provides fantastic accommodation. The undergraduate teams were very professional and helpful. I inquired about the thermometer reading in the MEWS station there was no one from the clinical skills team on hand to answer this, as I understand the staff member had been taken acutely ill. One of the clinical skills team in Cardiff was contacted by phone. It turned out the thermometer had been set to read Fahrenheit. This was duly allowed for. There will inevitably be some unpredictable problems running a 'live' exam but all were more than adequately dealt with.

There were a few students who had to be given extra time due to dyslexia this was accommodated well in a very busy schedule.

I was able to review the student papers 22/5/15 prior to the Exam board there was only one failing student for the DI paper. I looked at the low end and high end passes which seemed to be consistent with the assessment.

The OSCE stations reliability scores were 7 to 9, which is a very good result indeed. I was asked to review Y3 Paper C which seemed to be a paper of very good composition and I was not able to make any constructive comments. The questions are a mixture of Cardiff's own and from the national bank. I was impressed to hear a panel met to discuss the learning outcomes and rank by what is important for a new doctor to know. The questions were split between subject areas and after being standard set were sent to 5 external examiners then re standard set with 4 academics and 2 foundation doctors being the judges. The paper was then reviewed after the psychometrics had been ascertained and questions were sent to specialists to reassess for any ambiguity.

I reviewed the GP component submission of one student who had failed.

I reviewed the OSCE station scripts for Year 4 my comments were acknowledged and will be reviewed.

I was not able to review the Year 5 K2 paper as I was unfortunately not given enough time.

The exam boards were again conducted with meticulous care. When I was not able to attend I was furnished with the schedule of assessment for my approval.

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

The new programme goes from strength to strength. The standards are easily equivalent to previous years.

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

N/A

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

I have found the programme to be innovative and particularly the assessment has been rigorous and transparent.

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

I have greatly enjoyed my time as an external examiner for such a worthy establishment I can only say how impressed I have been by the diligence of the academics and support staff. Your graduates have a secure grounding in medicine and should be proud to be alumni.

## 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		
<b>Draft Examination Question Papers</b>				
8.3	Were you asked to approve all examination papers contributing to the final award?		N	
8.4	Were the nature, spread and level of the questions appropriate?	Y		
8.5	Were suitable arrangements made to consider your comments?	Y		
<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?	Y		
8.7	Was the general standard and consistency of marking appropriate?	Y		
8.8	Were the scripts marked in such a way as to enable you to see the reasons for the award of given marks?	Y		
8.9	Were you satisfied with the standard and consistency of marking applied by the internal examiners?	Y		
8.10	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>				
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?	Y		
<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?	Y		
8.18	Was the Examining Board conducted properly, in accordance with established procedures and to your satisfaction?	Y		
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/A</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