



EXTERNAL EXAMINER ANNUAL REPORT FORM

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	For completion by External Examiner:		
Name of External Examiner:	Chrissie Bousfield		
Home Institution / Employer of External Examiner:	University of Nottingham		
Programme and / or Subjects Covered by this Report:	BSc Clinical Practice Modules: NR3001 Evidence Based Clinical Practice (September 2012–December 2012) – 10 scripts and 1 resubmission; NR3025 Neonatal Examination & Behavioural Assessment (September 2012-December 2012) – 7 presentations, (September 2012–January 2013) - 7 clinical competencies and 7 reflective portfolios; NR 3002 Developing Clinical Practice (September 2012–February 2013) - 8 dissertations; NR3194 Teaching and Assessing in Clinical Practice (January 2013) – 9 scripts; NR3167 Achieving Excellence in Care of the Older Person (January 2013) – 6 scripts		
Academic Year / Period Covered by this Report:	2012-2013	Date of Report:	20.07.13

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 BSc Clinical Practice is made up of relevant modules which are embedded in clinical practice and provide an opportunity to challenge current practice and critically evaluate research/literature to enhance service provision for the future. For this academic year 5 modules have been externally examined: NR3001 Evidence Based Practice, NR3025 Neonatal Examination and Behavioural Assessment, NR3002 Developing Clinical Practice, NR3194 Teaching and Assessing in Clinical Practice, and NR3167 Achieving Excellence in Care of the Older Person. This has provided insight into a range of modules and assessment strategies. The assessments have been designed to reflect the taught content and expected learning outcomes at the appropriate level.

2. Academic Standards

The range of marks and academic standards awarded is comparable to students undertaking similar modules at other UK HEI's. There were clear differences in articulation, analysis, and application of key concepts across the marking bands. In all modules none of the students fell below the lowest banding of less than 30% but students did achieve the highest banding. Across all modules a range of 31% -88% was achieved. Consequently lecturers appear to have used a full range of marks. For module NR3001 one student failed at the first and second attempt, NR3002 had one student who failed the dissertation and in NR3194 2 students failed to achieve a pass at the first attempt. These results are typical of those in other Higher Education Organisations. The limited number of students who failed attests the module team's ability in helping students reach their academic potential.

3. The Assessment Process

The process for assessment and determination of the final marks are conducted fairly and in line with the University's policies and guidelines. The marking process is transparent and measures student achievement rigorously and fairly. There is consistency and parity in marking and moderating and feedback is fair and constructive, and students needing to submit work have a clear idea of what is needed. Lecturers are to be commended on the detailed feedback given to students which is exclusive to each individual assignment and details the percentage awarded and written comments are assigned for each category. The feedback is positive and constructive and will serve to be valuable for the students specifying areas of both strength and weakness. Indications of how the work could have been improved are also noted. Notably the level of feedback and feed forward will serve to be invaluable for both students achieving a pass and those requiring a second attempt.

An array of interesting and relevant subject areas was presented by the students which reflect topical/contemporary events from current clinical practice. Overall the students demonstrate verification of how to evaluate evidence to enhance clinical practice, demonstrating a substantial level of knowledge and understanding of the subject areas.

Implementation of the GradeMark system has been a valuable addition to the marking and external moderating process.

The module leaders for NR3025 Neonatal Examination & Behavioural Assessment were excellent in ensuring I was familiar with all aspects of their module assessment strategies both before the Examination Board and on the day and should be commended.

4. Year-on-Year Comments

Excellent channels of communication have been maintained throughout the year. I was made very welcome at the Examination Board. Access to relevant materials has always been made instantly available and the administrative and academic staff very supportive of my role as an external examiner. Issues raised in last year's report have been satisfactorily addressed.

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

N/A

6. Noteworthy Practice and Enhancement

Those students who do not achieve a pass or gain lower grades are influenced by a tendency for the assignments to be descriptive rather than demonstrating the ability to

critically analyse, evaluate, synthesise, reflect on practice and illustrate evidence of learning. In addition, the work tends to be poorly substantiated by a wide range of relevant research/literature and the academic style and rigor less consistent with degree level work. The literary style, presentation and referencing was also limited in these assignments.

Those receiving the higher marks demonstrate the ability to problem solve, be reflective, analytical, synthesise theory to practice and portray a higher level of academic literary style. The work is generally more tightly structured, well presented, demonstrates clarity and the ability to use critical thinking skills.

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?	Y		
8.2	Were you asked to comment on any changes to the assessment of the Programme?			N/A
Draft Examination Question Papers				
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
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?	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		
Coursework and Practical Assessments				
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		
Clinical Examinations (if applicable)				
8.15	Were satisfactory arrangements made for the conduct of clinical assessments?			N/A
Sampling of Work				
8.16	Were you afforded sufficient time to consider samples of assessed work?	Y		
Examining Board Meeting				

		Yes (Y)	No (N)	N/A (N/A)
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		
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?			N/A
8.21	If so, were you made aware of the procedures and conventions for the award of Joint Honours degrees?			N/A
8.22	Was the Composite Examining Board conducted according to its rules?			N/A

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