



## EXTERNAL EXAMINER ANNUAL REPORT FORM

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	For completion by External Examiner:		
Name of External Examiner:	Dr Emma Wincup		
Home Institution / Employer of External Examiner:	University of Leeds		
Programme and / or Subjects Covered by this Report:	Undergraduate Criminology programmes <i>BA/BSc in Criminology</i>		
Academic Year / Period Covered by this Report:	14/15	Date of Report:	26 <sup>th</sup> August 2015

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 programmes are well-structured and coherent with clear progression as students move between levels. They are distinctive in that they encourage students to develop an extensive knowledge of theory and method in criminology. The programmes, particularly the single honours programme, prepare students effectively for independent research; in the short-term for successful completion of their dissertation but also for postgraduate study and research careers outside academia.

### 2. Academic Standards

Overall, academic standards remain high, particularly on the single honours programme. At the top end students demonstrate a sophisticated understanding of theoretical and methodological debates in criminology. The full range of marks is used effectively and consistently to differentiate between students.

My only concern about standards relates to a policy that the University has introduced to restrict the category of required modules to those which are needed for professional purposes. As a result, one student was able to obtain a 2:1 degree in Sociology without passing Social Research Methods. This is problematic for a number of reasons but principally I imagine that they could not demonstrate that they have achieved the learning outcomes for the award. In my own department, we would not permit this and would not allow a student to embark on their dissertation without demonstrating competence in criminological research. This is clearly something which some of the internal examiners felt uncomfortable with because at

the progression board it was recommended that a student who had failed a compulsory (but not pass for progression/award) module switched to a different programme.

I commented last year that I think the School might articulate more clearly what is required to obtain a particular grade. In my own department, we produce brief 'answer notes' (a paragraph for each question) to help markers and external examiners understand what the person setting the question was looking for. I think these would be particularly useful for the short answer questions which have been introduced for some examinations in 14/15. We also publish generic feedback alongside individual feedback. Whilst I have now 'retired' I am happy to talk through these suggestions.

### **3. The Assessment Process**

A number of changes have been made to assessments in 14/15 and I think these have enhanced the programme in that they reduce the amount of assessment and provide a better balance between assessing breadth and depth of knowledge. I would encourage the team to reflect further on what changes they might make to allow students to demonstrate a wider range of skills as there is still a great deal of emphasis on unseen exams and traditional essays.

The move to Gradebook seems to have been successful and on the whole the feedback provided to students was clear and supportive. It was good to see students at the 'top end' being encouraged to develop further. I have provided feedback to individual module convenors on their use of feedback.

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

See previous section about assessment methods.

I have received a full response from the school in relation to the issues I (and other examiners) raised in my report for 13/14 and I am satisfied with the response.

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

Not applicable.

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

Programme level meetings provide an excellent opportunity to discuss issues in depth with module convenors.

See also section 'The Assessment Process' on enhancements to the programme.

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

It has been a pleasure to act as external examiner for these programmes and to work with the small and dedicated staff team to enhance them. They have actively sought my advice on a number of issues as well as responded to suggestions I have made. The programmes continue to attract excellent students and I wish the staff team ever success in developing them further.

## 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?	Y		
<b>Draft Examination Question Papers</b>				
8.3	Were you asked to approve all examination papers contributing to the final award?	Y		
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?			
<b>Sampling of Work</b>				
8.16	Were you afforded sufficient time to consider samples of assessed work?	Y		
<b>Examining Board Meeting</b>				

		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		
<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?			
8.21	If so, were you made aware of the procedures and conventions for the award of Joint Honours degrees?			
8.22	Was the Composite Examining Board conducted according to its rules?			

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