



EXTERNAL EXAMINER ANNUAL REPORT FORM

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

	For completion by External Examiner:		
Name of External Examiner:	ALICE BRADBURY		
Home Institution / Employer of External Examiner:	UNIVERSITY COLLEGE LONDON		
Programme and / or Modules Covered by this Report	BA/BSC EDUCATION		
Academic Year / Period Covered by this Report:	2016-17	Date of Report:	19/6/2017

Please complete all information in the spaces provided and submit within **six weeks** of the Examining Board (the **taught 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 Data Protection Act (1998).

Please extend spaces where necessary.

1. **Programme Structure** (curriculum design, programme structure and level, methods of teaching and learning)

This continues to be a programme which spans a range of disciplines and includes detailed content on issues relating to education. Some issues are explored in great depth, while there continues to be a real breadth of knowledge displayed. In some fields there is clear progression, for example there are clear links between the literature and perspectives used in the Year 2 Childhood and Children module and the Year 3 Equality and Diversity Module. This may be aided by the use of the same staff. However, in some places, the coherence of the programme is less apparent and thus the demands on students in terms of different theoretical perspectives (and the selection of these) is perhaps too heavy for some students. This may be affected by the planned changes to the curriculum. Nonetheless, the vast majority of students appear to be engaged in their studies.

I would welcome an opportunity to discuss the programme leader about the degree overall next year, as he was not able to meet me this year, and to meet with more module leaders as, again this was not possible this year. The discussions I did have with module leaders were useful in demonstrating the reflective nature of teaching on the programme.

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

From the sample provided, my judgement is that the standards and performance are commensurate with similar programmes at other universities. The programme appears to be maintaining the standards set for undergraduate level in accordance with the frameworks set for HE qualifications and the QAA benchmark statements.

Students achieve well, with a range of grades including some excellent high firsts. Where there are fails, the students have clearly failed to meet the expectations of the programme. This is frequently due to a failure to cite appropriate literature or engage with the substantive arguments or theories in the module.

Assessment is varied, challenging and fairly conducted: marking is robust, with clear differentiation between grade bands and within them. The few fails are fairly awarded; such work often shows a lack of preparation and/or serious misunderstanding of the module content, suggesting low attendance.

3. The Assessment Process (enabling achievement of aims and learning outcomes; stretch of assessment; comparability of standards between modules of the same level)

A range of assessment is used, including a mixture of exams, coursework in various forms, and individual presentations. There are currently no group presentations, which perhaps would provide an opportunity for students to work collaboratively. The recording of presentations on the 'What really happens in schools' module was very useful, as it must have been for the students themselves. Assessment relates clearly to the learning outcomes for the module, and there are clear criteria for assessments in various forms. Assignments and exams are set in such way that students can provide differentiated responses across the grade spectrum. The anonymous marking system appears to work well, as does the extenuating circumstances policy. The use of two assessments through year-long modules allows for progression within the module and for students to be assessed through different means.

Modules appear to be consistent across the year group in terms of standards. Marking processes are robust and rigorous. Higher marks are used effectively with a distinction between work in the 70s and 80s grades. A range of work in the lower 2:2 and 3rd grades demonstrates some engagement with the module, although this may be at a simple level. Moderation processes are transparent, detailed and reflective. There are examples of marks from an entire module being adjusted after moderation, which suggests a confidence in the system and a commitment to fairness.

There is detailed feedback on work, including for dissertations, which identifies areas for improvement even for higher grades. This is also considered by the moderator, which is a useful check point.

4. Year-on-Year Comments

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

Looking across the sample, marks allocated were similar to last year's.

Last year I noted that the programme team were keen to continue to make adjustments to modules based on their previous experiences and student feedback, and module leaders were reflective about the changes they had made – and this continues to be the case this year.

Accessing the data for the sample proved far easier than in previous years and the effort that has gone into changing the system is much appreciated. It is also much easier to access and compare the moderation reports, which is very useful. Unfortunately accessing actual work on Learning Central continues to be problematic.

5. Preparation for the role of External Examiner (for new External Examiners only) (appropriateness of briefing provided, visits to School, programme handbooks and supporting information)

NA

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

The use of new software (Panopto) to capture student presentations on the module 'What really happens in education', alongside their slides, is innovative and allows for the external assessment of presentations.

I would welcome the provision of data on students by protected characteristics as this allow external examiners to explore issues of diversity and equality with more precision.

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

NA

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	
Draft Examination Question Papers				
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		
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?			NA
Sampling of Work				
8.16	Were you afforded sufficient time to consider samples of assessed work?	Y		
Examining Board Meeting				
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
8.21	If so, were you made aware of the procedures and conventions for the award of Joint Honours degrees?			NA
8.22	Was the Composite Examining Board conducted according to its rules?			NA
Examination of Master's Dissertations (if applicable)				NA
8.23	Did you receive a sufficient number of Dissertations to be able to assess whether the internal marking and classifications were appropriate and consistent?			NA
8.24	Was the sample in accordance with the University's sampling guidelines (guidelines provided below)?			NA
8.25	Were you satisfied with the standard and consistency of marking applied by the Internal Examiners?			NA
8.26	Were you able to attend the Master's Degree (Dissertation) Stage Examining Board?			NA
8.27	If so, was the Examining Board conducted properly and in accordance with established procedures?			NA
8.28	Were the schemes for marking and classification correctly applied?			NA
8.29	Were the standards of the awards recommended appropriate?			NA
8.30	Comments on the Examination of Master's Dissertations. <i>Please provide any comments you may wish to make on the issues raised above.</i>			

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