



## 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](mailto:ExternalExaminers@cardiff.ac.uk).

	For completion by External Examiner:		
Name of External Examiner:	Heather Edwards		
Home Institution / Employer of External Examiner:	Bridgend County Borough Council		
Programme and / or Modules Covered by this Report	CPEL School of Social Sciences SITs 400,401,404,405,407,410,and 411		
Academic Year / Period Covered by this Report:	2016/17	Date of Report:	13/09/17

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)

### **SIT 400/401**

These two programmes aim to “extend and deepen students’ range and application of knowledge and skills in social work practice with children and families/adults.”

From the sample I reviewed, there was evidence of students learning to interweave theory and policy with their practice examples, with a wide range of responses and a wide range of ability.

### **SIT 404**

This module aims to” familiarise students with the principles and process of Action Inquiry”...and to provide them with “the opportunity to undertake a specific piece of learning” by focusing on a “ specific practice-related issue”. Here there were interesting examples, where candidates were able to demonstrate their understanding of research methodology and apply it to their chosen field of inquiry.

### **SIT 405**

Here the students were asked to evaluate the impact of the Social Services and Well-being (Wales) Act 2014. The second assignment attempted to engage the students in producing a service user/career consultation event, which accords well with the module's aim to encourage practitioners to deliver "high quality, timely and responsive services to the people of Wales".

### **SIT 407**

This module aims to "familiarise students with the key skills of action research" with reference to a "specific practice-related issue". Despite evidence of some students struggling to understand some of the key theoretical concepts, some interesting and pertinent areas of practice were described, with a view to the students undertaking specific research projects.

### **SIT 410/411**

I was unable to find evidence of the stated aims and learning outcomes for these two modules, but the students' application to the tasks set was impressive.

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

As a newly appointed External Examiner it was important for me to have been in receipt of the Masters Level Marking Criteria Framework and to be able to familiarise myself with it, and with the categorical marking system.

There was a wide range of academic ability in the sample of assignments seen from modules **400/401**

In module **404** all the candidates in the sample achieved a Pass and there were some good examples of the ability to apply research skills to the chosen fields of inquiry.

The samples for module **405** included some examples of where students were struggling to write in a clear and structured manner, and correct referencing seemed to be an issue for several of the candidates.

As discussed in the Examination Board, the second assignment for **SIT 405** appeared to me to provide too much ambiguity about its purpose, in that students were asked to provide an academic report which would also be in a format that would be accessible to its service users – a well nigh impossible task!

There were few high scorers for module **407** as opposed to modules **410 and 411** where, despite the small sample, the standard achieved was consistently high, thus demonstrating the relevance of these modules to the Consultant Social Workers who completed them.

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

As stated above, both the Marking Criteria Framework and the presence of feedback sheets and in-text comments made the assessment process clear and transparent.

Standards across the board appeared to be fairly consistent, with evidence of a wide range of academic ability. Where students were seen to be failing or struggling, there were useful, strength-based comments and pointers as to how to achieve better grades in future. The tasks set allowed the students to respond imaginatively, with plenty of opportunities to integrate theory and practice, often in quite novel ways, such as including power-point slides, or, in another instance, designing a personalised tool to analyse research papers.

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

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

Not applicable

**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)

Prior to undertaking this new role I was afforded plenty of time to meet with the CPEL programme lead, and the CPEL administrator. Both were readily available by e-mail and via several telephone discussions. I was also given access to the relevant sections of the University intranet where I could access information about the programmes and other supporting information.

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

There were good, healthy discussions at the Examination Board on how we might recruit and retain more students from the often overwhelmed social workers in our cash-strapped Local Authorities.

We also looked at how we might develop a more robust system for marking and moderating submissions in the medium of Welsh.

There was a good exchange of ideas as to how we might redesign some of the modules so as to attract a wider range of candidates.

The administrative support for these modules is excellent and the academic team are very accessible to new ideas and suggestions, as well as being very supportive and tolerant of my being new to this role.

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

**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?	√		
8.2	Were you asked to comment on any changes to the assessment of the Programme?		√	
<b>Draft Examination Question Papers</b>				
8.3	Were you asked to approve all examination papers contributing to the final award?		√	
8.4	Were the nature, spread and level of the questions appropriate?			√
8.5	Were suitable arrangements made to consider your comments?			√
<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?	√		
8.7	Was the general standard and consistency of marking appropriate?	√		
8.8	Were the scripts marked in such a way as to enable you to see the reasons for the award of given marks?	√		
8.9	Were you satisfied with the standard and consistency of marking applied by the internal examiners?	√		
8.10	In your judgement, did you have the opportunity to examine a sufficient cross-section of candidates' work contributing to the final assessment?	√		
<b>Coursework and Practical Assessments</b>				
8.11	Was the choice of subjects for coursework and / or practical assessments appropriate?	√		
8.12	Were you afforded access to an appropriate sample of coursework and / or practical assessments?		√	
8.13	Was the method and general standard of assessment appropriate?	√		
8.14	Is sufficient feedback provided to students on their assessed work?	√		
<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?	√		
<b>Examining Board Meeting</b>				
8.17	Were you able to attend the Examining Board meeting?	√		
8.18	Was the Examining Board conducted properly, in accordance with established procedures and to your satisfaction?	√		
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?	√		
<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?			
<b>Examination of Master's Dissertations (if applicable)</b>				
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?			
8.24	Was the sample in accordance with the University's sampling guidelines (guidelines provided below)?			
8.25	Were you satisfied with the standard and consistency of marking applied by the Internal Examiners?			
8.26	Were you able to attend the Master's Degree (Dissertation) Stage Examining Board?			
8.27	If so, was the Examining Board conducted properly and in accordance with established procedures?			
8.28	Were the schemes for marking and classification correctly applied?			
8.29	Were the standards of the awards recommended appropriate?			
8.30	<b>Comments on the Examination of Master's Dissertations.</b> <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](mailto: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