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**Sent by email to [scr2@aber.ac.uk](mailto:scr2@aber.ac.uk)**

**18 September 2017**

Dear Dr Riley,

**Re: Institutional Response: External Examiner Annual Report 2016–2017**

I am writing further to the receipt of your External Examiner's Report for the BA/BSc in Education (Psychology and Education modules).

Your Report has been considered by the School in accordance with our approved procedures. I am, therefore, now in a position to respond on behalf of the Vice-Chancellor to the main points you had raised.

**Issues Highlighted**

1. Development of enhanced 'feed forward' feedback to students.
2. Occasional module where the process of agreeing marks by the marker/moderator is not clear.
3. Need for a systematic approach to exam feedback.
4. Turnitin access problems for external examiners.

**The following response has been provided on behalf of the School:**

1. The School has noted your comments. The School Undergraduate Marking Information Sheet is regularly updated and circulated to all staff at the beginning of each academic year (and then throughout the year if there any updates). This includes a section of guidance on marking coursework that includes the following on 'feed forward' feedback.

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In addition, marking and feedback are regularly included in our teaching and learning away days throughout the academic year.

2. The School acknowledges that there continues to be some inconsistencies in the moderation procedures. However, the School policy on moderation procedures that has recently been updated and included in the SOCSI Undergraduate Marking Information Sheet. The teaching team (for psychology modules) will go through the School moderation policy at the start of 2017-2018 to ensure all staff are fully aware of the new procedures. The School also notes that all modules return a moderation report that outlines what the outcome of the moderation procedure has been for each assessment item. These should be made available to external examiners (or upon request).
3. See response to (1) above. The SOCSI Undergraduate Marking Information Sheet details clearly expectations of markers in providing feedback.
4. The School has identified a problem with Learning Central (including access to Turnitin and Grademark) that stems from when external examiners change the email address they are provided (ending @cardiff.ac.uk) with their own institutional email address. Apparently this generates a conflict that can mean access to our Cardiff online resources might not work properly. External examiners will be encouraged not to change their profile details.

**The University is pleased to note your positive comments including:**

1. your positive indications regarding the programme structure, academic standards and assessment process;
2. all modules now use grade centre and use both the quick comments and overall comment facilities offered by the Turn it in software, so that feedback was detailed and informative;
3. the introduction of a memory stick with all relevant information was useful;
4. critical thinking is a key component developed across modules and the staff should be congratulated on the creative ways that they developed assignments within the university's exam/assignment structure;
5. appropriate use made of the full mark range.

I hope that you will find this response satisfactory and we thank you for your continued support of the programme.

As this is your final year as External Examiner, we would like to thank you for your service and we are most grateful for your valuable input into this process.

In order to meet the expectations of the QAA Quality Code, both the External Examiner Annual Report and this Institutional Response will be published on the University website and will be available to all students and staff.

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The University's provision of the formal Institutional Response is not intended to constrain direct communication between schools and their External Examiners. Schools are encouraged to discuss with their External Examiners any matters of detail raised in their Reports and, more widely, any issues impacting on the quality and standards of awards, including possible changes to programmes.

We are most grateful for your comments and for your support in this matter.

Yours sincerely,



Mr Simon Wright  
Academic Registrar