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**Sent by email to [a.bradbury@ioe.ac.uk](mailto:a.bradbury@ioe.ac.uk)**

**18 September 2017**

Dear Dr Bradbury,

**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.

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. 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.
2. Your inability to meet the programme leader this year and preference to meet with more module leaders in future.
3. No group presentations within the Programme at present.
4. Accessing work on Learning Central continues to be problematic.
5. Provision of data on students by protected characteristics to allow external examiners to explore issues of diversity and equality with more precision.

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

1. The UG2020 changes might build in more coherence than currently. The School aims to see how things develop, and expects that the range of assessments will be much broader and could perhaps include group presentations. Many changes are imminent.
2. Unfortunately more people were away during exam board week than is normal, including the teaching team lead. There will be a new Programme Lead next year and the School expects that things will be back to normal for the next exam board season.
3. The UG2020 reforms provide an opportunity to reconsider how we assess students and to ensure there is a breadth of assessment forms by programme. The identification of the absence of group presentations is helpful and will help inform those decisions.
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 the Cardiff online resources might not work properly. External examiners will be encouraged not to change their profile details.
5. Reports on student achievement by some protected characteristics (gender and ethnicity) were prepared for the post-exam board in September. These were discussed at the post-exam board meeting and will be circulated to external examiners. It is not possible to produce these reports/summaries in time for the examining boards but the School is happy to discuss this year's reports at next year's examination board.

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

1. your positive indications regarding the programme structure, academic standards and assessment process;
2. assessment is varied, challenging and fairly conducted: marking is robust, with clear differentiation between grade bands and within them;
3. accessing the data for the sample proved far easier than in previous years. It is also much easier to access and compare the moderation reports
4. innovative use of new software (Panopto) to capture student presentations on the module 'What really happens in education'), allowing for the external assessment of presentations.

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

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.

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