



EXTERNAL EXAMINER ANNUAL REPORT FORM

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	For completion by External Examiner:		
Name of External Examiner:	Gwydion Wynne		
Home Institution / Employer of External Examiner:	University of Wales: Trinity St Davids		
Programme and / or Subjects Covered by this Report:	Masters Degree in Educational Practice		
The Academic Year / Period covered in this Report:	<u>2015/2016</u>	Date of Report:	2017 February 2017

For completion by External Examiner in the spaces provided. Please extend spaces where necessary. **Please note this Form will be published online.**

General Comments

I would like to communicate my sincere thanks to the team of internal and external academic partners, schools, tutors, mentors and administration staff in the University for ensuring that the effective lines of communication between the various stakeholders were effective once again this year. Without doubt the effectiveness of the regular communication with stakeholders has ensured the success of the degree since its inception. The combination of support for the online modules, consistent mentoring and learning events are proving to be an effective means of supporting students during different periods of the academic year. Once again the close collaboration and effective communication have ensured that large numbers of students have been successful in their studies, submitting polished and reflective assignments in a range of current education themes.

1. Programme Structure

The programme is structured effectively with a wide range of challenging modules that build on students' previous experiences so that they are pursuing the goal of developing as reflective practitioners in the classroom. I believe that robust structures are in place with the modules progressing naturally from one academic year to the next. I am aware that the team, in its entirety, is proactive when looking back using feedback from the various partners to plan for the coming year. A number

of the modules introduce contemporary theoretical educational perspectives that reflect the requirements of the teaching profession. There are a number of interesting assessments with a range of digital materials, mentors' support and purposeful learning days to support the students so that they are able to respond positively to the demands of study at level 7. From the annual statistics it appears that the academic achievement of students who choose to submit work in both languages is relatively balanced. As a result one can state with great certainty that the language chosen for studying the degree does not favour students in any way.

I can confirm, from the evidence presented to me, that the core team has continued to evolve and deliver the degree effectively from the previous year, doing so with a relatively small team and often under pressure and tight time restrictions. I believe that the University should be aware of this, evaluating the need for further support for staff, in order to ensure within the existing structure that the situation is sustainable as registration numbers increase annually.

2. Academic Standards

Academic standards were maintained across the programme in relation to the assignment and criteria with regard to on-line provision, learning days and mentors' support. I find that to be commendable, considering the degree's requirements for students to balance their daily work and undertake academic study at level 7.

From the evidence presented to me during the academic year I can testify that the academic standards and the results of the candidates are comparable and consistent as regards the attainment of universities in Wales's higher education qualifications frameworks.

3. The Assessment Process

I believe that all assessments are equally challenging for students and that they have been administered fairly and transparently in accordance with the policies of the University. Procedures are robust and there is evidence of consistent second marking. Information is effectively presented on the University platform and a range of support material is available to ensure candidates' understanding along with permanent support from the mentor/tutor. To further support students there is a detailed assessment sheet with attainment level descriptors set out clearly and effectively in terms of expectations and success categories.

Clear learning outcomes are provided for the modules with a range of supporting materials in the form of digital files, text, tables and film. Applicants are encouraged to develop a professional discussion on the platform providing support in terms of current educational experience to each other.

There is no doubt that the greatest strength of the assessment process is the feedback students receive from the academic marking team. The format is consistent in both languages and there is a sincere effort to support them academically and professionally by noting positive observations and potential improvements in order to strengthen the work submitted going forward. Since the

degree was established, the academic team's written feedback has been a programme strength and this is still the case this year. I believe that the writing support provided is of particular assistance to students and is possibly good practice to be reflected in assessment processes across the University. The style of writing used in assessing student achievement is fairly consistent across scripts in both languages and this is commendable.

To summarise, I believe that the assessment methods introduced this year are appropriate for work at level 7. I can testify that the University's assessment processes are appropriate and reflect the quality assurance systems and assessment procedures of similar higher education institutions in Wales.

4. Year on Year Comments

The academic team, mentors, tutors and the administrative team continue to work closely together to offer a masters level programme of the highest standard. I delight in their ability to evaluate the programme consistently responding to feedback from the academic team and students. I believe that the University is proactive in ensuring fairness to students by introducing academic material of a high standard in order to guide the newly qualified teacher to develop into a reflective practitioner.

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

N/A

6. Noteworthy Practice and Improvement

One of the main strengths of the degree since its inception is the written feedback the candidate receives following the submission of the assignment. This is commendable because it gives applicants clear guidance going forward. This year I saw some variation in the feedback from the markers in terms of written length and content. I would like to see the University continuing to provide detailed written feedback, standardising the feedback between tutors in both languages.

A further strength of the degree is the support materials online through the University's digital platform. I saw effective use of technology to support and promote discussion and a research community through the various forums. In order to benefit from the forum and the emerging professional discussion I wonder whether tutors could contribute regularly to the conversation? I understand that constraints in terms of tutors' time are possibly a factor, nevertheless it is a golden opportunity to promote discussion among our current educational community.

To summarise, communication continues to be a strength for the degree. When browsing through the printed material, the platform and from the evidence of the learning days, the academic community works effectively together to deliver high standard and current material to students. I believe that this challenges and provides successful candidates with an opportunity to develop as reflective practitioners, implementing what was studied in their educational institutions.

Warmest congratulations to the academic team, the support team and the students on their success this year.

7. Appointment Overview (for retiring External Examiners only)

N/A

8 Annual Report Checklist

Please include appropriate comments within Sections 1-7 above for any answer of 'No'.

		✓	✗	N/A
Programme/Course Information				
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?		✗	
Draft Examination Question Papers				
8.3	Were you asked to approve all examination papers contributing to the final award?			N/A
8.4	Were the nature, spread and level of the questions appropriate?			N/A
8.5	Were suitable arrangements made to consider your comments?			N/A
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?			N/A
8.7	Was the general standard and consistency of marking appropriate?			N/A
8.8	Were the scripts marked in such a way as to enable you to see the reasons for the award of given marks?			N/A
8.9	Were you satisfied with the standard and consistency of marking applied by the internal examiners?			N/A
8.10	In your judgement, did you have the opportunity to examine a sufficient cross-section of candidates' work contributing to the final assessment?			N/A
Coursework and Practical Assessments				
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?	✓		
Clinical Examinations (if applicable)				
8.15	Were satisfactory arrangements made for the conduct of clinical assessments?			N/A

		✓	✗	N/A
Sampling of Work				
8.16	Were you afforded sufficient time to consider samples of assessed work?	✓		
Examining Board Meeting				
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?	✓		
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/A
8.21	If so, were you made aware of the procedures and conventions for the award of Joint Honours degrees?			N/A
8.22	Was the Composite Examining Board conducted according to its rules?			N/A

Please return this Report, preferably in a Microsoft Word format, by email to:

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