



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:	Dr Sally Findlow		
Home Institution / Employer of External Examiner:	Keele University		
Programme and / or Modules Covered by this Report	Doctor of Education (EdD)		
Academic Year / Period Covered by this Report:	2016-17	Date of Report:	2/11/2017

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)

'Teaching and Learning in the 21st Century'

This appears to be a well organised and well-presented module. Its scope seems rather wide – from Socratic philosophy, through schooling and cultural studies to policy critique is an awful lot. But despite a few minor niggles (mine!) with the ILOs and the module guide, the students seemed to enjoy and value the module. In the current policy context, perhaps this broad foundational approach is exactly what is required for potential academics and practitioners.

'Quantitative Research Methods'

This is also, and as in previous years, clearly a well-designed, well delivered and well received module. The students clearly found the new skills extremely valuable, but would (again) appreciate more time devoted to it.

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

'Teaching and Learning in the 21st Century'

The high quality of student work reflects real engagement with the issues and good application of theory. Weaknesses as before include the lack of paragraph structure, and it was not always clear what the source of a point/claim is – the literature or the student's own insight/experience. The ability to make this distinction is important for academic work, and hopefully something the team will consider.

'Quantitative Research Methods'

This relates to the point above – not enough time: although there was some commendable quant work in itself, there was an overall sense that students were not able to integrate these new skills and apply them to a real problem articulated in academic terms. Overall, standards of writing were weak in the same areas as last year: poor paragraph structure (paragraphs not fully formed), and lack of evidence/grounds for claims made – in the weaker work. We discussed in the exam board how the selection of titles might be more structured to help students engage with the material in a more intellectually appropriate way.

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

'Teaching and Learning in the 21st Century'

There was good internal consistency among the range of marks awarded for this module, a clearly rigorous approach and evidence of independent marking from the two markers. I agree with all the marks awarded.

'Quantitative Research Methods'

The marks seemed to be fair. I discussed prior to the exam board how the final marks were agreed, and whether 1st and 2nd marking processes were blind, as there appeared to be some variance between these two modules in the approach taken. Feedback was clearly extremely helpful to students in generating quantitative data – precise and directive, and students were clearly able to respond – on the evidence of their much-improved second drafts.

4. Year-on-Year Comments

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

'Teaching and Learning in the 21st Century'

I will use this opportunity to say again how valuable the formal draft submission and feedback policy is, which evidently makes a good difference to the final standard of work produced. It was disappointing therefore that not all the students in this module had fully utilised that opportunity this year. We discussed this in the exam board, and the team agreed that greater effort will be made next year to get students to comply with this requirement. On the other hand, the tutor feedback was very helpful, picking up really important points for the students as they progress hopefully towards writing at doctoral level – with one minor exception as, again, we discussed in the exam board – that the feedback format be consistent across the group.

'Quantitative Research Methods'

Again – the gap between being able to ‘do’ quants, and actually applying it to a broader problem and an eventual study. Perhaps a bit more emphasis (in both formative and final feedback?) on how they might apply and theorise these data would help.

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)

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

As indicated above: the quantitative research methods module is a very valuable contribution towards creating rounded social/educational researchers. There was some very good work produced in both modules reflecting commendable levels of engagement, and the formal drafts submission policy should be preserved.

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)
Programme/Course Information				
8.1	Did you receive sufficient information about the Programme and its contents, learning outcomes and assessments?	X		
8.2	Were you asked to comment on any changes to the assessment of the Programme?		X	
Draft Examination Question Papers				
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?			
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?			
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?			
Coursework and Practical Assessments				
8.11	Was the choice of subjects for coursework and / or practical assessments appropriate?	X		
8.12	Were you afforded access to an appropriate sample of coursework and / or practical assessments?	X		
8.13	Was the method and general standard of assessment appropriate?	X		
8.14	Is sufficient feedback provided to students on their assessed work?	X		
Clinical Examinations (if applicable)				
8.15	Were satisfactory arrangements made for the conduct of clinical assessments?			
Sampling of Work				
8.16	Were you afforded sufficient time to consider samples of assessed work?	X		
Examining Board Meeting				
8.17	Were you able to attend the Examining Board meeting?	X		
8.18	Was the Examining Board conducted properly, in accordance with established procedures and to your satisfaction?	X		
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?	X		
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?			
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?			
Examination of Master's Dissertations (if applicable)				
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	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