



EXTERNAL EXAMINER ANNUAL REPORT FORM

Guidance notes are available to support the completion of this Report and is available at <http://learning.cf.ac.uk/quality/review/external-examiners/reports/>

	For completion by External Examiner:		
Name of External Examiner:	David Porter		
Home Institution / Employer of External Examiner:	Central Academy of Fine Arts, Beijing		
Programme and / or Subjects Covered by this Report including any dissertation stage reports	M.Arch <i>MArch (Design)</i>		
Academic Year / Period Covered by this Report:	2015-6	Date of Report:	13/07/2016

For completion by External Examiner in the spaces provided. Please extend spaces where necessary. **Please note this Form will be published online and should not make any reference to any individual students or members of staff.**

1. Programme Structure

Last year I mentioned a reconsideration of the balance between years 4 and 5 of study. I am pleased that the potential of a more integrated approach to the two years of study is being explored and that duplication of outcomes is being reduced. My comment 4 picks up on this too.

I understand that the student's views are being sought in this, which is excellent.

Next year it would be useful to get a quick overview of the work undertaken by the students in their undergraduate studies so we can get an overview of the whole school.

2. Academic Standards

The academic standards are very high. Because of its strong reputation the school is able to select very able students and the teaching is of a very high order.

3. The Assessment Process

As I said last year, the assessment process is very thorough and rigorous. However, I still feel that an opportunity is being missed by not having the 'unit leaders' more involved in the marking of the students from each other's units – that is an ideal way for staff to learn from each and of sharing an over-view of the course as a whole.

There is an understandable concern about achieving consistency in marking across the units and also a consensus. I believe that using the Learning Outcomes in a creative way should structure the achievement of the desired consistency and to generate a consensus.

Some of the Units have written their own Learning Outcomes which is a good idea and worth pursuing. It would be useful if all the Units had Learning Outcomes that relate back to the overall requirements of the course.

4. Year-on-Year Comments

Last year I wrote about the way a 'unit system' has been introduced into the final masters year giving students a choice of tutor and topic and mentioned considerations about the relative size of the Units.

There was a very useful discussion this year about the expectation of the final outcome of the different Units. Some of the Units such as the one lead by [REDACTED] undertake urban projects, while others concentrate on projects that can have a smaller scale of resolution. With the more urban-based projects the level of detailed resolution is unlikely to be easily comparable. There are two complications here:

1. Your Grade Descriptors ask assessors to look for the 'poetics' of a project. This can easily be translated into 'tectonics' so those Units that concentrate on a modest scale of project and a well resolved building lend themselves to poetic resolution in terms of materials and construction details. However, where the main outcomes are a linked series of urban spaces, the way the 'poetics' of the place are articulated needs some thought so comparability can be established. Perhaps the poetics of urban space is more about how it might be inhabited than how it is built?
2. The professional requirements of ARB & RIBA ask for 'technical resolution' of projects during the two years of M.Arch. If they are achieved in year 4 then I would have thought they need not be sought again in year 5.

I think that trying to undertake on-site urban research, the development of urban strategies and testing them is a good span of work for one year of study. To ask for details suitable to a building design as well is a big ask and risks spreading the students creativity very thinly.

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

N/A

6. Noteworthy Practice and Enhancement

As I have said before, I don't think there is any particular 'practice' that accounts for the excellence of the school – it is the combination of many things, particularly good students and staff.

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'.

		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?	Y		
8.2	Were you asked to comment on any changes to the assessment of the Programme?	Y		
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?	Y		
8.12	Were you afforded access to an appropriate sample of coursework and / or practical assessments?	Y		
8.13	Was the method and general standard of assessment appropriate?	Y		
8.14	Is sufficient feedback provided to students on their assessed work?	Y		
Clinical Examinations (if applicable)				
8.15	Were satisfactory arrangements made for the conduct of clinical assessments?	N/A		
Sampling of Work				
8.16	Were you afforded sufficient time to consider samples of assessed work?	Y		
Examining Board Meeting				

		Yes (Y)	No (N)	N/A (N/A)
8.17	Were you able to attend the Examining Board meeting?	Y		
8.18	Was the Examining Board conducted properly, in accordance with established procedures and to your satisfaction?	Y		
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?	Y		
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:

External Examiners, Registry & Academic Services, Cardiff University, McKenzie House, 30-36 Newport Road, Cardiff, CF24 0DE