

EXTERNAL EXAMINER ANNUAL REPORT FORM

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

	For completion by External Examiner:		
Name of External Examiner:	ALICE BRADBURY		
Home Institution / Employer of External Examiner:	UCL INSTITUTE OF EDUCATION		
Programme and/or Subjects Covered by this Report	EDUCATION <i>BA/BSc in Education</i>		
Academic Year / Period Covered by this Report:	2015-16	Date of Report:	5 JULY 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

The education modules cover a range of topics with clear progression from year 2 to 3, where students are expected to deepen and broaden their knowledge and conceptual understanding. The year-long modules with two assessment points allow for progression with modules and the development of key concepts over a long period. A range of assessment styles are used which is effective, and there are ample opportunities for higher attaining students to push themselves further while those students requiring support are also able to access the material.

2. Academic Standards

Academic standards are similar to those at other universities, and broadly consistent within the programme. Some modules have assessment components which require less theoretical knowledge, but these are balanced out over the module and across the programme. The programme maintains the standards set for undergraduate level in accordance with the frameworks set for HE qualifications and the QAA benchmark statements.

3. The Assessment Process

Assessment is varied, challenging and fairly conducted: marking is robust, with clear differentiation between grade bands and within them. Higher marks are used effectively to distinguish between higher attaining students in the 70s and 80s grades. Work in the lower grades remains solid, displaying a reasonable grasp of the material. The few fails are fairly awarded; such work often shows a lack of

preparation and/or serious misunderstanding of the module content, suggesting low attendance.

Moderation is detailed, recorded effectively and appears to be an effective check on first markers. The university's policies and procedures are applied fairly. There is less transparency in relation to the awarding of exam marks, particularly where separate marks are allocated to two questions, although the team have a system in place for this. As mentioned in last year's report, it would be useful to have marking criteria for all methods of assessment including reflective statements, to ensure that grades are fair across the year group and from year to year.

Dissertations are thoroughly assessed, although the quality of feedback is variable, with some responses clearly not proof-read. Some feedback is very detailed and helpful, however.

The scale of assessment is appropriate for the level of the award in terms of word length and number of assessments. A reduction in the length of assignments or exams would be detrimental to the rigour of the programme in my view.

4. Year-on-Year Comments

Marks allocated were broadly similar to last year's and the programme is largely unchanged. Where some changes have occurred module leaders are reflective about the results. The programme team are keen to continue to make adjustments to modules based on their previous experiences and student feedback.

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

NA

6. Noteworthy Practice and Enhancement

The range of different tasks involved in assessment is impressive; for example, the use of a briefing note requires students to write for a different audience and is a useful skill for employment, but still requires academic rigour and research.

The overall quality of work remains high with some excellent studies and exam answers.

7. Comments on the Examination of Master's Dissertations (External Examiners for postgraduate Master's Programmes only, see also 9.23-9.29 below)

8. Appointment Overview (for retiring External Examiners only)

9. Annual Report Checklist

Please include appropriate comments within Sections 1-8 above for any answer of 'No'.

		Yes (Y)	No (N)	N/A (N/A)
Programme/Course Information				
9.1	Did you receive sufficient information about the Programme and its contents, learning outcomes and assessments?	Y		
9.2	Were you asked to comment on any changes to the assessment of the Programme?	Y		
Draft Examination Question Papers				
9.3	Were you asked to approve all examination papers contributing to the final award?	Y		
9.4	Were the nature, spread and level of the questions appropriate?	Y		
9.5	Were suitable arrangements made to consider your comments?	Y		
Marking Examination Scripts				
9.6	Did you receive a sufficient number of scripts to be able to assess whether the internal marking and classifications were appropriate and consistent?	Y		
9.7	Was the general standard and consistency of marking appropriate?	Y		
9.8	Were the scripts marked in such a way as to enable you to see the reasons for the award of given marks?		N	
9.9	Were you satisfied with the standard and consistency of marking applied by the internal examiners?	Y		
9.10	In your judgement, did you have the opportunity to examine a sufficient cross-section of candidates' work contributing to the final assessment?	Y		
Coursework and Practical Assessments				
9.11	Was the choice of subjects for coursework and/or practical assessments appropriate?	Y		
9.12	Were you afforded access to an appropriate sample of coursework and/or practical assessments?	Y		
9.13	Was the method and general standard of assessment appropriate?	Y		
9.14	Is sufficient feedback provided to students on their assessed work?	Y		
Clinical Examinations (if applicable)				
9.15	Were satisfactory arrangements made for the conduct of clinical assessments?			
Sampling of Work				
9.16	Were you afforded sufficient time to consider samples of assessed work?		N	
Examining Board Meeting				

		Yes (Y)	No (N)	N/A (N/A)
9.17	Were you able to attend the Examining Board meeting?	Y		
9.18	Was the Examining Board conducted properly, in accordance with established procedures and to your satisfaction?	Y		
9.19	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)				
9.20	Did you attend a Composite Examining Board, i.e. one convened to consider the award of Joint Honours degrees?	Y		
9.21	If so, were you made aware of the procedures and conventions for the award of Joint Honours degrees?	Y		
9.22	Was the Composite Examining Board conducted according to its rules?	Y		
Examination of Master's Dissertations (if applicable)				
9.23	Did you receive a sufficient number of Dissertations to be able to assess whether the internal marking and classifications were appropriate and consistent?			
9.24	Was the sample in accordance with the University's sampling guidelines (guidelines provided below)?			
9.25	Were you satisfied with the standard and consistency of marking applied by the Internal Examiners?			
9.26	Were you able to attend the Master's Degree (Dissertation) Stage Examining Board?			
9.27	If so, was the Examining Board conducted properly and in accordance with established procedures?			
9.28	Were the schemes for marking and classification correctly applied?			
9.29	Were the standards of the awards recommended appropriate?			

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, Cardiff University, McKenzie House, 30-36 Newport Road, Cardiff, CF24 0DE

SAMPLING OF TAUGHT MASTER'S DISSERTATIONS BY EXTERNAL EXAMINERS

External Examiners shall be expected to see prescribed numbers and ranges of Dissertations, but not to mark them, on the following basis:

At least 10% of Dissertations for a postgraduate taught Master's Programme, or a minimum of 10 (whichever is the higher figure) must be seen by the External Examiner(s). Where the total number is less than 10, all Dissertations must be seen by the External Examiner(s) #.

Dissertations seen by External Examiners should include examples from across the whole range of achievement (i.e. Pass with Distinction, Pass, Fail).

External Examiners will retain the right to see other Dissertations at random.

Where more than one External Examiner is appointed on a Programme, at least 10% of Dissertations, or a minimum of 10 (whichever is the higher figure), should be seen collectively by the External Examiners.