



EXTERNAL EXAMINER ANNUAL REPORT FORM

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	For completion by External Examiner:		
Name of External Examiner:	Professor Chris Baker		
Home Institution / Employer of External Examiner:	University of Chester/William Temple Foundation		
Programme and / or Subjects Covered by this Report:	Mth/Diploma in Chaplaincy Studies		
Academic Year / Period Covered by this Report:	2014/15	Date of Report:	12/07/15

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

1. Programme Structure

The structure of the programme delivers well on its stated aims and learning outcomes. There is a logical flow and progression within the constituent parts of the modules to the development and educational arc of the programme as a whole.

2. Academic Standards

There was a helpful range of marking that was presented. This accurately reflects the wide-range of abilities that the course is able to attract from the highly reflective and skilled practitioners (70/80s) to those who are embarking on a journey of self-discovery and learning with regard to chaplaincy and who will need considerable support to reach their fullest potential. This I am sure is an accurate reflection of the field 'out there' and shows that the course is well able to be flexible and responsive to a wider range on abilities and experiences (but see comments on non-UK cohorts below).

3. The Assessment Process

Marking broadly accurate and very helpful formative feedback. The moderator box is used more effectively to show endorsement or otherwise of the first marker, rather than simply a tick box exercise. Comments accurately reflect the key criteria dash board. There is ample evidence to suggest that the new streamlined marking system

introduced over the last 18 months or so has ‘bedded down’ and all the programme markers are using it consistently, clearly and effectively.

However, I do feel that attention needs to be paid to the methods of induction, teaching and assessment of the Hong Kong cohort of students or else the learning outcomes for these students need to be modified to reflect their learning environment and culture. It is noticeable that, possibly for language issues, the scripts from this cohort sometimes struggle to move beyond the descriptive to a more analytical framework, and the use of research data is used in direct and positivistic ways without reference to supporting research literatures that might have created a more nuanced and critical approach. This is important to address for two reasons. The relatively low marks that accrue for this approach against the existing LOs may have a demoralising impact on the students. But also the use of the ‘Condonable Fail’ category in these cases as a desirable means of allowing the candidates to resubmit is sometimes used in ways it would be hard to justify for UK-based students. In other words, do the current arrangements for International Students allow for both proper student flourishing and the fair and objective use of the Fail/Condonable Fail categories? I am aware that this a generic issue that faces many UK courses of a similar kind, and is not unique to this programme, and that there may well be resource issues that need to be addressed as part of any review.

4. Year-on-Year Comments

The standards of feedback and teaching across a broad range of abilities remains professional and effective, with a discernable improvement in the use of the marking proforma evident, including the use of enhanced moderator’s comments (as recommended in last year’s report).

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

n/a

6. Noteworthy Practice and Enhancement

The comments made last year concerning the ‘originality and contribution to knowledge and professional development by this programme at dissertation level’ are worthy of re-iteration. I am aware from comments and discussions held in other contexts that this course is held in high regard, and its strategic value in resourcing the increasing deployment of chaplains across ever-wider contexts, is recognised and valued.

7. Appointment Overview (for retiring External Examiners only)

I have very much enjoyed my three-year appointment as External Examiner of the course. During my tenure I have seen the course expand in both scope, depth and numerical recruitment, with an increasingly enhanced reputation in the wider Practical Theology world. This has been achieved despite considerable external factors that have impinged on its structures and resources. I remain impressed by the professionalism and drive of both students, teaching staff and admin staff. As outlined in this my last report, there are I think, clear issues that need to be addressed

regarding a more integral engagement and inclusion with international students, which the course may well value direct advice and support from the University of Cardiff in addressing.

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?			x
8.4	Were the nature, spread and level of the questions appropriate?			x
8.5	Were suitable arrangements made to consider your comments?			x
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?			x
8.7	Was the general standard and consistency of marking appropriate?			x
8.8	Were the scripts marked in such a way as to enable you to see the reasons for the award of given marks?			x
8.9	Were you satisfied with the standard and consistency of marking applied by the internal examiners?			x
8.10	In your judgement, did you have the opportunity to examine a sufficient cross-section of candidates' work contributing to the final assessment?			x
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?			x
Sampling of Work				
8.16	Were you afforded sufficient time to consider samples of assessed work?	x		
Examining Board Meeting				

		Yes (Y)	No (N)	N/A (N/A)
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?			

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