



## EXTERNAL EXAMINER ANNUAL REPORT FORM

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	For completion by External Examiner:		
Name of External Examiner:	DR ALICE BRADBURY		
Home Institution / Employer of External Examiner:	UCL INSTITUTE OF EDUCATION		
Programme and / or Subjects Covered by this Report:	BA/BSC EDUCATION		
Academic Year / Period Covered by this Report:	2014-15	Date of Report:	25/6/15

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

This is a broad-ranging programme which covers various aspects of education in detail; it offers both breadth and depth of study for students. Links between modules are clear but there is little repetition, and progression between years is apparent even in modules with a similar focus. Many modules involve complex theoretical perspectives which allow for differentiation between the higher achieving students. There is a range of assessment across the programme which exemplary.

### 2. Academic Standards

The standards and performance demonstrated through the work sampled are of a similar standard to other programmes at other universities. The programme is maintaining 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 methods are transparent and applied fairly and assessment is in keeping with the university's policy and regulations. Marking procedures are robust, including detailed module moderation and second marking against the learning outcomes for the module. Moderation is recorded clearly and of use to the first marker. Dissertations are second marked, but there is less clarity in relation to how these marks are reconciled and where a third marker is used.

The volume of assessment is appropriate for the level of award and the range of different assessment methods is impressive. Students demonstrate a range of skills across the programme and are thoroughly assessed on these. However, it would be good to have clear marking criteria for all methods of assessment, including presentations and reflective statements, to ensure consistency across the year group and over time. Generally otherwise there is consistency of assessment, both within module and across year groups, and clear application of marking criteria. There is differentiation between the highest attaining students with some marks in the 80-90 band, where work is of an advanced standard and clearly an improvement on work with marks in the 70s. Fails are justified in relation to the criteria set.

Work in the lower bands is often solid, suggesting that students are provided with clear information in lectures and can apply some basic principles to organise information. Students appear to be well-prepared for exams and write with confidence considering the exam conditions. As exams were marked without comments, there is less clarity for the external on how these marks were decided; however, they do seem appropriate.

Feedback on coursework is detailed and usually clearly centred on the marking criteria. There are clear statements of how to improve, even for those students reaching marks in the 70s and 80s. On occasion, good work is simply praised rather than there being a clear explanation for why it reached a first class grade; it would be good to ensure consistency across modules on this.

#### **4. Year-on-Year Comments**

As raised in my predecessor's report (2013-14), there are challenges inherent in the use of an online marking system for an external examiner, mainly due to access.

The use of online marking is generally effective, with some variation between in-text comments and general comments. Where feedback sheets are used, for example for the dissertation, they are largely informative and detailed, with reference made to specific sections and marking criteria. This appears to be a more structured approach than the use of general comments in grademark, which can lead (as mentioned) to less specific comments.

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

I was not able to attend the training session for new externals; however, the induction and procedural information provided has been sufficient.

#### **6. Noteworthy Practice and Enhancement**

The range of assessment tools is admirable, given the time taken to record and assess presentations particularly. The dissertation conference was a very effective way of bringing students together (including those from year 2) and creating a sense of a community of researchers. The students were well-prepared by supervisors for their presentations.

The quality of some work, particularly under exam conditions, is impressive, with sophisticated theoretical discussion and excellent presentation and argument. There are some well-deserved first class marks.

## **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)
<b>Programme/Course Information</b>				
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		
<b>Draft Examination Question Papers</b>				
8.3	Were you asked to approve all examination papers contributing to the final award?	Y		
8.4	Were the nature, spread and level of the questions appropriate?	Y		
8.5	Were suitable arrangements made to consider your comments?	Y		
<b>Marking Examination Scripts</b>				
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?	Y		
8.7	Was the general standard and consistency of marking appropriate?	Y		
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	
8.9	Were you satisfied with the standard and consistency of marking applied by the internal examiners?	Y		
8.10	In your judgement, did you have the opportunity to examine a sufficient cross-section of candidates' work contributing to the final assessment?	Y		
<b>Coursework and Practical Assessments</b>				
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		
<b>Clinical Examinations (if applicable)</b>				
8.15	Were satisfactory arrangements made for the conduct of clinical assessments?	N/A		
<b>Sampling of Work</b>				
8.16	Were you afforded sufficient time to consider samples of assessed work?	Y		
<b>Examining Board Meeting</b>				

		<b>Yes (Y)</b>	<b>No (N)</b>	<b>N/A (N/A)</b>
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		
<b>Joint Examining Board Meeting (if applicable)</b>				
8.20	Did you attend a Composite Examining Board, i.e. one convened to consider the award of Joint Honours degrees?	Y		
8.21	If so, were you made aware of the procedures and conventions for the award of Joint Honours degrees?	Y		
8.22	Was the Composite Examining Board conducted according to its rules?	Y		

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

[ExternalExaminers@cf.ac.uk](mailto: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