



EXTERNAL EXAMINER ANNUAL REPORT FORM

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	For completion by External Examiner:		
Name of External Examiner:	Gina Donovan		
Home Institution / Employer of External Examiner:	Canterbury Christ Church University		
Programme and / or Subjects Covered by this Report:	PGCE ITT Full Time & Part time in service		
Academic Year / Period Covered by this Report:	2014/15	Date of Report:	8/6/2015

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

Both full and part time programme structures continue to prove effective in relation to pre-service and in-service trainee contexts. Feedback from students does not register significant concerns.

In view of anticipated and actual change resulting from external factors on the sector, the programme team has very highly developed consideration around change is coming to fruition in design for revalidation.

The attention paid to this endeavour takes account of the full range of challenges and reflects the complexity of the environment. Programmes require increased flexibility and sustainable modes without loss of high quality and this extended process has allowed the team to make appropriate adjustments based on evidence from cohort experience during and beyond training.

It is anticipated that, in line with an appropriate timetable, programme revalidation will ensure that sector change and on-going development will continue to meet the needs of students.

I am particularly pleased to see the team further strengthened by the new addition of highly relevant skills and expertise and strongly support their intention to enhance the connectivity of embedded core elements. The extension of existing key aspects

of the programme relating to values, to research informed practice and to individualised learning is well suited to current challenges. The same applies to the digital technologies dimension and redesign seems to be working towards a good coherent structure. This should certainly form the core of a very exciting set of developments and will be a focus during next year.

2. Academic Standards

Standards are comparable with standards elsewhere and continue to address all the relevant criteria. The students' achievements meet requirements in terms of practical and academic standards.

The team are making confident use of the full current standards, which are being applied to judgements accurately and the result of this enhances the experience and outcomes for students. All work in this area will be subject to continued attention particularly in the light of programme changes.

Feedback given in this area is enhanced and effective supporting students' learning. The mentors and tutors continue to assist trainees to navigate this area with very positive outcomes.

All borderline and failed work was seen and satisfactory standards were applied.

3. The Assessment Process

Scripts received were more than adequate to confirm that the internal marking and classifications were appropriate and consistent. All borderline and failed work was seen and satisfactory standards were applied.

The choice of subjects for assessment elicits relevant responses across a diverse range of trainees and contexts with clear and appropriate feedback provided. High quality moderation is applied very effectively and is currently informing programme development discussions.

Discussions concerning the current assessment process and potential innovations have been open and productive and I am confident that changes will be constructive and well judged.

The team continue to make confident use of the full current standards, which are being applied to judgements accurately and the result of this is to the benefit of students. As mentioned earlier this will require review subject to national developments.

Personal tutorials are of demonstrable value to students who comment on the support they provide during what is often a very challenging experience. given in this area was very sound and to be commended since the application of standards within experiential work can be complex for students. The mentors and tutors were able to assist trainees to navigate this area with very positive outcomes.

Self evaluations are developing well with greater consistency in terms of response to feedback over time.

4. Year-on-Year Comments

The response to the all aspects of programme review including external reporting has resulted in continuity combined with enhancements to maintain the high quality outcomes.

During this and previous visits to the university I have had more than adequate opportunity to contribute to the discussions relating to quality and development. I have engaged with students from a range of areas and settings independently from programme staff and I have seen clear overall benefits in terms of their enhancement to their progress and experience.

New work in relation to digital technologies for teaching, learning and assessment within the programme has already been established and this focus should address emerging areas. It is certainly one of the elements, which will benefit from further discussion during the review. There is a well- measured approach being taken to potential change in structure, content and approaches and this should ensure continuity and a sound basis for proposed innovation.

It is reassuring to note the detail and care informing this process. This has already resulted in serious consideration of the very significant barriers to ensuring equitable access.

I have seen evidence of the increased focus on key skills and the research informed teaching aspects of the programme raised in previous reporting. The programme team will also need to maintain supportive strategies in order to address what are increasing challenges in relation to student placements and sector pressures.

Changes to the programme as they relate to the mentor role and the development of mentors should enable innovation on the basis of the best practice where this is evident in outcomes for students; for their own learners and their wider programme experience.

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

N/A

6. Noteworthy Practice and Enhancement

The emphasis being placed on the well being of the whole student – and its connection to the teaching and learning community overall
Sessions and approaches both theory and practice focused which acknowledge the mental, physical and emotional dimensions of teacher/learner and the implications of these for learning, progression and resilience in challenging circumstances is to be commended.

Responsive within a clear and supportive environment which allows the programme to individualise the learning experience of trainee teachers and thus to provide exemplary practice for their own current and future professional engagement with learners

As mentioned earlier there has been progress in the area of digital technologies. Student achievements, experience and contributions in their individual contexts for their own learners are integral to the development of all. There is a strong culture of engaging in constructive critical discussion sharing of outcomes and impact and this benefits all.

There is significant potential for extended student involvement in research and scholarly activity during and beyond the programme. The programme is considering approaches to further development of such a community of practice.

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?			N/A
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?	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?	Y		
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		
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?			
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:

Clive Brown, Registry Officer, Registry & Academic Services, Cardiff University,
McKenzie House, 30-36 Newport Road, Cardiff, CF24 0DE