



EXTERNAL EXAMINER ANNUAL REPORT FORM

Guidance notes are available to support the completion of this Report via the Cardiff University Intranet [here](#) and from ExternalExaminers@cardiff.ac.uk.

	For completion by External Examiner:		
Name of External Examiner:	Michele Raithby		
Home Institution / Employer of External Examiner:	Swansea University		
Programme and / or Modules Covered by this Report	MA Social Work		
Academic Year / Period Covered by this Report:	2016-2017	Date of Report:	25 th August 2017

Please complete all information in the spaces provided and submit within **six weeks** of the Examining Board (the **taught stage** Examining Board in the case of **postgraduate Master's programmes**).

Please note this form will be published online and should not make any reference to any individual students or members of staff in accordance with the Data Protection Act (1998).

Please extend spaces where necessary.

1. Programme Structure (curriculum design, programme structure and level, methods of teaching and learning)

The MA Social Work Programme continues to fulfil the Social Care Wales framework for social work degrees in Wales, and conforms to the revised QAA subject benchmarks. Citizen involvement is integrated into its management and teaching structure, and there is also service user representation at Assessment Boards. The formal partnership with local authority Social Services providers appears to be strong, which was also confirmed at the Assessment Board. Students graduating into their first year of practice are equipped with the necessary knowledge, skills and value base, and employability is strong, evidence by the destination survey conducted by the Programme Director.

2. Academic Standards (comparability with other UK HEIs, achievement of students, any PSRB requirements)

The academic standards in the samples of assignments seen remain high, and are comparable with other UK HEIs that undertake professional social work education at

Masters level. Individual comments on all modules and samples of work seen across the two years have been provided to Programme team members through the academic year. Student academic work continues to demonstrate very good levels of the application of theory and legislation to relevant social work practice, with examples of sophisticated critical analysis across both years. Appropriate guidance is also provided to students to identify strengths and areas to strengthen in their studies. In the viewed portfolios of practice undertaken in Practice Learning Opportunities, there was evidence of students developing and applying their skills and knowledge base through reflection on their progress, assisted by constructive guidance from Practice Assessors and their personal tutors.

3. The Assessment Process (enabling achievement of aims and learning outcomes; stretch of assessment; comparability of standards between modules of the same level)

There is a varied range of assessment tasks across the curriculum that address a range of skills and knowledge. These include essays, presentations, reflective accounts, examinations, and portfolios based on the students' Practice Learning Opportunities. The tasks provide opportunities for all students to demonstrate knowledge, skills and critical analysis relevant for social work practice, and there were examples of excellent work. Marks awarded are fair, and the quality of the feedback is comprehensive and constructive, with plenty of feedforward to guide future work. The moderation process continues to be well-organised and transparent, and provides evidence of discussions that take place between team members concerning issues that may arise in marking.

4. Year-on-Year Comments

[Previous External Examiner Reports are available from the Cardiff University Website [here](#).]

Arrangements were put in place again for Examiners to meet with students from the Programme, which facilitated interesting and constructive discussion with students who were well engaged. This year, I was granted access to Learning Central, and so was able to review the electronic scripts and Grademark feedback comments for Year 1 modules, and also view learning materials and resources. This is a very welcome development, and Grademark is scheduled to be introduced for Year 2 modules in the next academic year.

5. Preparation for the role of External Examiner (for new External Examiners only) (appropriateness of briefing provided, visits to School, programme handbooks and supporting information)

N/A

6. Noteworthy Practice and Enhancement (good and innovative practice in learning, teaching and assessment; opportunities for enhancement of learning opportunities)

Following suggestions made to the Programme team at the previous year's Assessment Board, arrangements are in place to enable External Examiners to access Learning Central. This is a welcome development that minimises paper waste and administrative burden, and allows Examiners to view a range of work plus relevant learning materials. An Examiner's role is to comment on the curriculum as a

whole, not just on samples of assessed work, and access to Learning Central helps facilitate this. My Examiner comments to the MA Social Work team members on work sampled have praised the thoughtful and personalised approach adopted with student feedback, and the commitment to innovation and continued enhancement of a Programme that maintains high academic and practice standards.

7. Appointment Overview (for retiring External Examiners only) (significant changes in standards, programme/discipline developments, implementation of recommendations, further areas of work)

Throughout my tenure as External Examiner, communication and discussions with the Programme academic and administrative team have been constructive and responsive. The expectations and standards of the Programme are high, which is appropriate. Over my tenure, I have viewed examples of excellent work where students show depth and breadth of knowledge, critical appraisal and ethical awareness. Staff are exacting in their marking, but fair and constructive; the care taken is evident. The Programme provides a coherent syllabus, with challenging and varied learning content and aligned assessment tasks. The Programme also shows that it maintains productive partnerships, both for its provision of Practice Learning Opportunities, and external learning and teaching contributions. In my final year as an External Examiner for the MASW, I feel confident that the Programme continues to provide an excellent foundation for entry into qualified practice.

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?	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		
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	Y		

	applied by the internal examiners?			
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				
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
Examination of Master's Dissertations (if applicable)				
8.23	Did you receive a sufficient number of Dissertations to be able to assess whether the internal marking and classifications were appropriate and consistent?	Y		
8.24	Was the sample in accordance with the University's sampling guidelines (guidelines provided below)?	Y		
8.25	Were you satisfied with the standard and consistency of marking applied by the Internal Examiners?	Y		
8.26	Were you able to attend the Master's Degree (Dissertation) Stage Examining Board?	Y		
8.27	If so, was the Examining Board conducted properly and in accordance with established procedures?	Y		
8.28	Were the schemes for marking and classification correctly	Y		

	applied?			
8.29	Were the standards of the awards recommended appropriate?	Y		
8.30	<p>Comments on the Examination of Master's Dissertations. <i>Please provide any comments you may wish to make on the issues raised above.</i></p> <p>Examination of dissertations was shared between Examiners. The Programme continues to offer students choice between small-scale empirical projects and desk-based literature review or secondary data analysis. Topics were up to date and relevant to the changing legislative and practice landscape in Wales. Students with higher marks showed a good grasp of research methods, and good critical perspectives. Where students needed guidance for revision and re-submission, marker feedback was clear and explained areas for development.</p>			

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

externalexaminers@cardiff.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