



## 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:	<b>Simon Watt</b>		
Home Institution / Employer of External Examiner:	<b>Bangor University</b>		
Programme and / or Subjects Covered by this Report	<b>BSc Psychology / BSc Psychology with Professional Placement / Graduate Diploma in Psychology</b>		
Academic Year / Period Covered by this Report:	<b>2015-2016</b>	Date of Report:	<b>06/07/16</b>

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 programme continues to offer both the broad coverage of Psychology expected of a BPS accredited degree, and an excellent opportunity to engage with research specialisms via the dissertation and final-year modules. The Professional Placement represents exemplary practice.

### 2. Academic Standards

The School recruits good students, and provides them with a very good education in Psychology. Rigorous procedures are in place to ensure academic standards are met, and the degree-class borderlines are entirely appropriate.

### 3. The Assessment Process

Assessment is comprehensive, and fair, and marking standards seem entirely appropriate at all levels of attainment. A range of assessment techniques is used, and in particular the predominant use of very open-ended exam questions is to be commended, allowing the best students to demonstrate their depth of understanding. The School is now a few years into the practice of allowing students to bring supporting notes into exams (aimed at obviating assessment predominantly of rote learning) and there is a concern that this may have altered students' learning and revision habits in a manner that serves to compress the range of grades achieved, particularly at the upper end of the scale. I understand this is under review.

### 4. Year-on-Year Comments

The School has responded very positively to suggestions in my previous report. Specifically, they have completed the necessary administration activities to allow group final-year projects (should they wish to pilot them), and now have a dedicated Senior Tutor role to deal with more complex pastoral care cases.

As last year, there is still no central University provision of statistical analyses of module performance, and so this has to be carried out by willing volunteers at School level. As I wrote last year, module means, a comparison of each student's performance on every module with their performance on all other modules, exam-coursework correlations etc. are invaluable in monitoring the programme, and I would prefer to see these provided routinely and automatically by the central system.

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

N/A

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

As I found last year, there is much good practice to note. The School is well run, with clear, defensible systems in place governing its activities, and high professional and academic standards.

Notably, as part of the Exam Board process, the School undertakes considerable analysis of the performance of individual modules and assessments, and the programme as a whole. It is evident from the resulting discussions that individual staff members are highly conscientious in this regard, across all levels of seniority and research activity. It is reassuring to see this engagement maintained despite changing pressures in the sector.

As noted earlier, analyses of this year's marks suggest there may be a trend towards compression of the range of grades, perhaps (though not proven) as a consequence of the change in exam practice of allowing students to bring factual notes into exams. I was pleased to see that the School has already identified the need to examine this in more detail, and I look forward to hearing about proposed future actions.

Again, as noted earlier (and last year) I believe the University should consider providing analysis of 'module statistics' routinely and automatically as part of the "central output".

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

N/A

#### **8. Appointment Overview (for retiring External Examiners only)**

N/A

## 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)
<b>Programme/Course Information</b>				
9.1	Did you receive sufficient information about the Programme and its contents, learning outcomes and assessments?	X		
9.2	Were you asked to comment on any changes to the assessment of the Programme?			X
<b>Draft Examination Question Papers</b>				
9.3	Were you asked to approve all examination papers contributing to the final award?	X		
9.4	Were the nature, spread and level of the questions appropriate?	X		
9.5	Were suitable arrangements made to consider your comments?	X		
<b>Marking Examination Scripts</b>				
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?	X		
9.7	Was the general standard and consistency of marking appropriate?	X		
9.8	Were the scripts marked in such a way as to enable you to see the reasons for the award of given marks?	X		
9.9	Were you satisfied with the standard and consistency of marking applied by the internal examiners?	X		
9.10	In your judgement, did you have the opportunity to examine a sufficient cross-section of candidates' work contributing to the final assessment?	X		
<b>Coursework and Practical Assessments</b>				
9.11	Was the choice of subjects for coursework and / or practical assessments appropriate?	X		
9.12	Were you afforded access to an appropriate sample of coursework and / or practical assessments?	X		
9.13	Was the method and general standard of assessment appropriate?	X		
9.14	Is sufficient feedback provided to students on their assessed work?	X		
<b>Clinical Examinations (if applicable)</b>				
9.15	Were satisfactory arrangements made for the conduct of clinical assessments?			X
<b>Sampling of Work</b>				
9.16	Were you afforded sufficient time to consider samples of assessed work?	X		
<b>Examining Board Meeting</b>				
9.17	Were you able to attend the Examining Board meeting?	X		
9.18	Was the Examining Board conducted properly, in accordance with established procedures and to your satisfaction?	X		

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

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:

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.