



Academic & Student Support Services
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Sent by email to a.j.allan@exeter.ac.uk

30 March 2017

Dear Dr Allan,

Re: Institutional Response: External Examiner Annual Report 2015–2016

I am writing further to the receipt of your External Examiner's Report for the MSc in Education, Policy and Society and MSc Childhood and Youth.

Your Report has been considered by the School in accordance with our approved procedures. I am, therefore, now in a position to respond on behalf of the Vice-Chancellor to the main points you had raised.

Issues Highlighted

1. Language support for students whose first language is not English.
2. Suggested review of assessment methods to see if a wider range of assessment types could be used in future.

The following response has been provided on behalf of the School:

1. Both pre-session and in-session language support is provided to all students whose first language is not English. However, the School recognises that some students struggle more than others with language in assignments and is reviewing the support offered to these students.

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2. The School has noted your comments and will give further consideration to the types of assessment used in the light of emerging University guidelines in this area.

The University is pleased to note your positive comments including:

1. your positive indications regarding the programme structure, academic standards and assessment process;
2. excellent range of module choices;
3. a strong theoretical grounding provided in Debates in Educational Research and Critical Perspectives in Social Science;
4. strong and interesting research proposals.

I hope that you will find this response satisfactory and we thank you for your continued support of the programme.

In order to meet the expectations of the QAA Quality Code, both the External Examiner Annual Report and this Institutional Response will be published on the University website and will be available to all students and staff.

The University's provision of the formal Institutional Response is not intended to constrain direct communication between schools and their External Examiners. Schools are encouraged to discuss with their External Examiners any matters of detail raised in their Reports and, more widely, any issues impacting on the quality and standards of awards, including possible changes to programmes.

We are most grateful for your comments and for your support in this matter.

Yours sincerely,



Mr Simon Wright
Academic Registrar