



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 (PCET) Full Time & Part time in service <i>PGCE (PCET) (full-time and part-time programmes)</i>		
Academic Year / Period Covered by this Report:	2016/17	Date of Report:	9/6/2017

For completion by External Examiner in the spaces provided. Please extend spaces where necessary. **Please note this Form will be published online.**

Visits in 30th & 31st March – to view teacher observation in placement and programme overview - including samples of marking

This year the VLE (Learning Central), programme communication and technical support have been an essential and effective element in accessing student assignments and wider programme resources.

March visit: including student observation; accessing VLE; time with PGCE Director reviewing current and planned programme developments; update regarding the team activity, student progress and issues and national development.

1. Programme Structure

The programme structure this year remains consistent and benefits from the consolidation of experiences and continuous monitoring. Student outcomes and the positive feedback indicate clearly that the current design enables staff and students to achieve and exceed desired outcomes.

The full and part time programmes provide a stable framework for very high quality teaching, learning and assessment across a challenging range of contexts. This diversity of current provision and the wide experience of the team has contributed to the ongoing development of the programme now scheduled for 2018.

Student outcomes and experience have been used to inform the continuous improvements to the programme structures and operation.

The revisions to the programme will provide 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. This focus is reflected in current enhancements and the programme revalidation will ensure that response to sector and student changing requirements continues for the future.

The positive impact of new areas of expertise in the team can be seen to support a strengthening of the connectivity between the core elements of the structure. This extends across existing key aspects of the programme relating to values, to research informed practice and to individualised learning is well suited to current challenges.

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.

Standards are fully employed and understood at all levels. They are applied accurately in assessment judgements and support student development. Students' academic work and practice demonstrates good ownership of this element and is comparable to high quality elsewhere.

Feedback given in this area is enhanced and effective in supporting students' learning with an understanding of applicable standard. The mentors and tutors continue to assist trainees to navigate this area with very positive outcomes. I can confirm that the internal marking and classifications were appropriate and consistent.

3. The Assessment Process

Learning Central access has proved to be a real asset and supports the process of external examination well. Feedback is clear and there is strong evidence of its impact on the quality of the students' work over time.

Assessment supports personal and professional development and feedback is responsive and clear. Moderation continues to maintain a high standard of consistent and comparable quality.

While planned programme changes will now take place next year the existing assessment processes serve their purpose well and serve to support and extend student experience and learning. Developments to the current assessment process have been discussed in year along with wider changes and as mentioned in last years report they are both constructive and well judged. Ideally where circumstances allow, the review of multi-media forms of work enhances the quality of overview.

Standards are accurately applied throughout and student development is supported and extended in the process. Mentor and tutor support continues to be very effective

particularly in relation to retention and sustaining student progress. Self evaluations and assessed work provide detailed evidence of the impact of the programme and partnership collaboration in this area.

4. Year-on-Year Comments

As in previous years, the programme team continues review quality and student experience across both academic and professional journey elements and this continuity results in both redesign where appropriate and enhancements to maintain the high quality outcomes. There is a good dialogue established with the programme with access and matters relating to quality and development.

The area of digital technologies for teaching, learning and assessment now extends influence across modules and into many areas of the programme. Expertise and research experience from within the programme team is clearly enabling valuable work across all aspects of learning, teaching, assessment with very positive impact on the wider student experience.

Students are well supported in terms of the building and valuing a research oriented approach. Introduction, planning, quality and support for this vital element results in strong engagement with a culture of research informed practice.

The development of individuals throughout all areas of both in-service and pre-service is apparent in the innovative nature of their work in practice. This applies across a wide range of subject areas.

Alternative forms of assessment and multiple individualised approaches are another very positive indication of innovative practice which provide real benefit in relation to inclusion.

The increased attention paid to key skills and to research informed teaching within the programme has been very positive and there is evidence of student awareness and understanding within assignments and reference to practice. The programme team has maintained supportive strategies in response to increased challenges within student placements and from wider sector pressures. It is interesting and pleasing to note a real and informed concern expressed within the student assignment output relating to the wellbeing of their learners in all aspects. This is particularly relevant in light of the national concerns over mental health issues within the population and demonstrates the responsiveness of the programme/s across content, structure, delivery and student relationships.

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

N/A

6. Noteworthy Practice and Enhancement

Programme development has had the advantage of a more extended process of consultation, analysis of evidence and ongoing assessment of significant sector change and challenge.

I agree that it is more appropriate for revalidation of the programme to be implemented in 2017-18, but it is worth noting that in the interim current cohorts have benefited from the ongoing quality improvements. The team responds very proactively to the changing environment, ensuring that the needs of the students are anticipated and met wherever possible. There is a clear understanding of the current and anticipated landscape and while more significant adjustment are planned many enhancements have been incorporated into current practice.

The strong culture which promotes constructive critical discussion and transparency continues to benefit through mutual sharing of outcomes and impact and this benefits all.

I have been impressed by the quality and range of student work and in particular by student resilience and intelligent analysis in the face of some very challenging situations. The well established and genuinely challenging university programme works in conjunction with diverse partners. There are many examples of the success of the programme enabling students to bring their own individual experience and ability to their teaching and learning environments and the results of this are evidenced in the imaginative and effective work reviewed and observed this year.

It is worth noting both the pleasing proportion of distinctions gained this year and the achievements of all other students some of whom faced more challenging training w trajectories. The high overall achievement rate is a credit to the excellent and dedicated support from the programme team.

The development of extended student involvement in research and scholarly activity has been a key element in the consideration of programme changes for 2018.

The team is engaged at a national level and is close to political change including significant national reviews and subsequent activity. They are responsive to the call for increased and very strong emphasis on sustainable employability, longer perspectives on progression and collaboration should be in focus as should emerging technical and professional routes and associated changes to learning contexts and qualifications. The breadth of the programme work across phase transitions (school, FE, HE) and sector contexts through partnership places it in a very strong position to contribute to new developments.

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?	Y		
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? *(Yes via Skype)	*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?	N/A		
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