



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:	2013/14	Date of Report:	8/6/2014

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

The current structure of the programme is effective and well established in terms of provision for both pre-service and in-service PGCE PCET students. Information contained within the programme course and module handbooks is clear and there is a clear focus throughout delivery on the needs of the student and the demands of the placement/employment context.

These contexts are very diverse and the pre-service PGCE programme provides very well qualified and supported entrants to a wide range of public and private sector settings in addition to supporting the in-service requirements of established staff. The centrality of professional practice to the programme has enhanced the value of the level 7 work and the emphasis on criticality serves to stretch the students at all levels.

The PTP assignment is particularly effective in synthesising the variety of learning and experience and integrating theory and practice. I have encountered many excellent examples of supported development resulting from this element of the programme structure. One of the strengths of the operation of the PTP is the connection established from observation to observation.

The sequence of modules currently in place and the positioning of the university based experience allows students to develop a strong base for learning and constructive practice. The feedback within the year from students on the challenges of the programme in relation to the structure was mixed but the final evidence

demonstrated very positive outcomes. The Planning for Teaching and Learning and the TEL Projects were very well received in terms of supporting innovation and individual approaches.

Learning organisation profiles clearly demonstrate the range of environments for professional teaching and the partnerships are generally long term and supportive.

While the programme has proved to be flexible and successful for the current diverse sector the programme director and team are aware of emerging issues to be addressed and the programme will be reviewed in order to evaluate relevant aspects for development in the light of external changes.

There may be opportunities within the programme review to effect further enhancement of the opportunities for research. This is highly desirable and would provide students with increased awareness of the potential impact of research informed practice on their own professional contexts and outcomes.

In addition there will be a need to ensure that timely response can be made to standards related developments while maintaining the existing programme strengths.

Key skills elements continue to change across the sector and this could be an area for review as could the progression/destination and CPD needs of students in relation to maintaining and transferring training in a shifting career environment.

2. Academic Standards

These are comparable with standards elsewhere and 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 is to the benefit of students. As mentioned earlier this will require review subject to national developments. The standards as they relate to literacy and numeracy will also form part of this work.

Feedback 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.

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

3. The Assessment Process

Assessment feedback is noteworthy in terms of quality (see 6. below) – effective teamwork is strong in this area and the thoughtful design of both part time and full time generally allows for good constructive critical dialogue with individuals to maintain improvement.

Moderation is sound and makes good use of the experience of the wider team.

Mentors are a key part of the programme especially in relation to student experience and they provide very valuable phase specific support. The programme is maintaining a close focus on this key role and continues to build on high quality training established to date. For example, the programme lead has run workshops to help mentors with strategies for supporting the student teachers effectively in their work-based learning. In many cases students have fed back very positively on the transformative quality of subject and mentor support so this effective element has potential for the future especially considering the challenging environments within the work place.

Some students experienced more difficulties in placement and were reliant on the mentor's role in the assessment process in terms of formative assessment. There is further scope for the comprehensive mentor training and development to be enhanced through review.

Self evaluation/appraisal within the Professional Teaching Project (PTP) subject to student responses and appropriate direction - the steer- from observer these are very effective. Best of these are more critical and detailed – some retain too much description with less emphasis on translating reflection into developmental action

TEL module project is very well structured in terms of encouragement of innovative methods; shared process and outcomes and active use of evidence

4. Year-on-Year Comments

In my first year as external examiner on the programme I have found the extensive comments of the previous external and the open and supportive approach of the programme staff and students extremely valuable. I fully support the direction being taken and have been consulted on matters relating to anticipated adjustments and planned review.

Planned review of the programme will enable any necessary reconfiguring of certain areas in order to promote further enhancement for in-service students for whom the conditions and contexts for working present different challenges and opportunities. The current and emerging environments for working make this kind of review and development very relevant.

A more specific focus on embedding research activity, particularly action research is under consideration. There are areas relating to AEN, SEN, TEL and others where there is significant potential for extending into such activity with positive results. Consideration is also being given to differences between the part and full time cohorts in respect of the demands of action research.

Also noted with the intention for further development through the review process is the need to maintain a focus on key skills. There are many factors within the sector which impact on this important area and the programme is adjusting and enhancing the specialist input from partner institutions in order to draw on current best practice.

Bibliography improvement could be targeted for some students and there are differences in PT and FT cohorts, which are understandable depending on subject background and context. Support is provided for students whose transition to higher levels of criticality and referencing takes longer to achieve.

Student feedback was taken early in year on the timing of activities in relation to university and employment based elements. The balance of the year and the rationale informing this is continually monitored and students are effectively supported through difficulties that may occur. Later in year the outcomes are very positive with the early underpinning and relationship building proving its value.

There is a great deal of recent innovation and interest in technology enhanced learning and the use of some blended activity. This provides much potential opportunity for innovative future development. Staff and students have a great deal to offer in terms of knowledge, experience and skill in this area.

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

This was very comprehensive and helpful. I have received an impressive amount of support and all materials, information and access to practical sessions to students and to staff have been facilitated with speed and efficiency.

6. Noteworthy Practice and Enhancement

Assessment feedback of high quality threaded throughout the programme informing the student experience and integrated within all elements. The relationship between theory practice observation and reflection is embedded in the delivery and apparent in the resulting student achievement.

The TEL projects and the Planning for Teaching and Learning work as previously mentioned are also noteworthy especially in terms of future potential for this programme's development.

The Reflective Synoptic Narratives provide many excellent examples of critical engagement from experience. These structured and supported student narratives relating to individual contexts and the professional formation journey, are clearly very powerful and effective instruments for learning engagement.

This sound work is reinforced by wider discussion; safe shared disclosure and presentations. The Conference presentations and student community network are of high quality and provide a valuable resource for the programme and its partners.

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?	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

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