



EXTERNAL EXAMINER ANNUAL REPORT FORM

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	For completion by External Examiner:		
Name of External Examiner:	Robert Alun Charles		
Home Institution / Employer of External Examiner:	Cilmeri 65 Heol Bronwydd, Carmarthen SA31 2AP Welsh Government (part time)		
Programme and / or Subjects Covered by this Report:	National Qualification		
Academic Year / Period Covered by this Report:	2012-13	Date of Report:	September 2013

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 aims and objectives for the qualification are clear. They are appropriately reflected in the structure and contents of the course. The requirements and standards are clear for all aspects of the work. The course itself provides a thorough and effective preparation for the qualification. The ability to complete the course through combined learning methods as well as more traditional methods is a good feature. Micro-learning or e-learning are purposeful developments.

2. Academic Standards

All in all, the academic standards achieved are appropriate. They correspond to expectations for gaining the qualifications. The range of written assignments seen is at least satisfactory and includes some good or very good examples. The best students demonstrate increasing ability to investigate a text, to critically analyse and evaluate their educational experiences when completing tasks. Usually, students plan lessons well, stating expected outcomes and demonstrating specifically what learners are expected to achieve by the end of a lesson. There is appropriate emphasis on using a range of resources, including technological resources.

The standard of students' written Welsh is good on the whole although there is some unevenness. Language errors impair the written expression of some of the weakest learners, for example when completing more extended pieces of work. The question then arises as to how this affects the language model presented in the classroom. It would be good practice to gather together the main language errors along with the corrections so that students can turn to them as required.

3. The Assessment Process

The assessment strategies and criteria are clear and appropriate to the course. They are also clear for students. Work is assessed consistently and fairly. The recording work is usually appropriate and is very full in some cases. Students receive useful feedback on their work which helps them improve their skills and knowledge and understanding. There are clear processes for marking, second marking and moderation. The marks offered to tutors fairly reflect their performance. The co-operation and mutual understanding between the different centres and the second marking facilitate the process of ensuring consistency of practice when determining marks.

The marking grid (with four sections representing a range of marks) is completed conscientiously. A Conditional Mark is included at the end. There is variation, however, when completing the marking grid. In some grids, ticks are given, in others a mark is awarded. There is room for consistency in this respect.

There was an opportunity to visit a centre to observe a teaching and face-to-face feedback session at the end. In addition, examples were seen of feedback forms completed by lecturers after observing sessions. However, it would be useful for the external examiner to be given the opportunity to visit more extensively in order to meet more trainers and trainees.

The assessment process is implemented according to the University's policies and regulations.

4. Year-on-Year Comments

The reports of the previous external examiner have been addressed appropriately. The very satisfactory way the qualification, the assessment process and the standards have developed substantially over a period of five years of external examination was noted.

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

The main source of information was the External Examiner Handbook. It is a thorough document which helps induct an external examiner for the post. Also, the Cardiff and Vale of Glamorgan Welsh for Adults Centre, School of Welsh, Cardiff University was more than willing to help as required. These arrangements were satisfactory. There were no face-to-face discussions.

6. Noteworthy Practice and Enhancement

The online element which facilitates tutors' learning – although a few centres found it difficult to log on at one time.

A few centres' effective method of gathering together evidence which clearly demonstrates the standard reached and the progress made over time.

7. Appointment Overview (for retiring External Examiners only)

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	
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?			
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?			
Sampling of Work				
8.16	Were you afforded sufficient time to consider samples of assessed work?	Y		

		Yes (Y)	No (N)	N/A (N/A)
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	
8.21	If so, were you made aware of the procedures and conventions for the award of Joint Honours degrees?			
8.22	Was the Composite Examining Board conducted according to its rules?			

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