



EXTERNAL EXAMINER ANNUAL REPORT FORM

Guidance notes are available to support the completion of this Report and is available at <http://learning.cf.ac.uk/quality/review/external-examiners/reports/>

	For completion by External Examiner:		
Name of External Examiner:	Henry Russell		
Home Institution / Employer of External Examiner:	School of Real Estate and Planning, University of Reading		
Programme and / or Subjects Covered by this Report including any dissertation stage reports	MSc Sustainable Building Conservation		
Academic Year / Period Covered by this Report:	2013-4 2014-5	Date of Report:	10.02.16

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 structure is coherent and meets a need in the heritage sector for a conservation and sustainability teaching. The programme is strongly design-led compared with others in the UK, which gives it a distinctive flavour. It meets the standards in the QAA Framework for HE qualifications. I have experience of similar programmes at Birmingham, Cambridge, Heriot Watt, Kingston and York universities, and the programme is of comparable standard to these.

2. Academic Standards

Academic standards are generally satisfactory.

3. The Assessment Process

The assessment process is of a good standard and offers a range of assessment types. I understand there have been some difficulties with group work assessment and these are never easy to design to ensure fairness to all students in the method of assessment. I am sure the course team will reflect on the experience to date.

On a matter of detail, I suggested that course team the considers simplifying the number of essay topics for ART501. There are two large 'baskets' of topics at the

moment and giving a much smaller set of options will allow clearer focus on outcomes.

The programme is assessed by course work only so the examination questions below are not applicable.

4. Year-on-Year Comments

As this is a new programme I saw work by the 2013-4 and 2014-5 cohorts in July 2015. It was noticeable that there had been more generous marking at the pass mark border in 2013-14, but that this had been corrected in 2014-15. I raised that at the meeting in July and it was acknowledged by the course team.

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

I attended an event in the summer of 2014, and it was satisfactory.

6. Noteworthy Practice and Enhancement

Good and full feedback is provided on assessments to students. The programme has a strong foundation on sustainability principles and has the opportunity to develop this aspect in coming years. The programme is in good hands and should develop and flourish in the coming years.

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	
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?			
8.5	Were suitable arrangements made to consider your comments?			
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?			N/A
8.7	Was the general standard and consistency of marking appropriate?			
8.8	Were the scripts marked in such a way as to enable you to see the reasons for the award of given marks?			
8.9	Were you satisfied with the standard and consistency of marking applied by the internal examiners?			
8.10	In your judgement, did you have the opportunity to examine a sufficient cross-section of candidates' work contributing to the final assessment?			
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?			
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?			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:

External Examiners, Registry & Academic Services, Cardiff University, McKenzie House, 30-36 Newport Road, Cardiff, CF24 0DE