



EXTERNAL EXAMINER ANNUAL REPORT FORM

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	For completion by External Examiner:		
Name of External Examiner:	Dr. Morag Redford		
Home Institution / Employer of External Examiner:	University of Stirling		
Programme and / or Subjects Covered by this Report:	Masters in Educational Practice (MEP)		
Academic Year / Period Covered by this Report:	2012- 13	Date of Report:	12.11.13

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

It was particularly useful to meet with all staff, academic and administrative and a representative group of students and mentors prior to the first exam board for the MEP. The remarks below are made in light of those discussions.

The programme team, academic and administrative, have worked hard to establish this complex programme. Their success was reflected both in student attainment and retention in the first year of this new degree. The online provision is challenging and supportive, and connected directly to the inter-related mentoring system. The importance of the mentors and their role was commented on by participants, who particularly appreciated the introduction in module 3 of directed pieces of work to discuss with mentors.

The module structure did not fit easily with the school year, in particular the tasks in module 3, which many students appear to have completed during school summer holidays. Students themselves felt that module 3 would be more useful to them earlier in the year. In a practice based professional masters programme the connections with practice is important. I recommend that the programme team re-consider, with the Welsh Assembly Government (WAG), the timing of the provision and the relationship between the tasks within each module and school year.

The role of learning days to establish each module appears to work well. The students commented favourably on the opportunities to meet each other and work as a group with their mentors on those occasions. The mentoring relationship is a

particular strength of the programme and would benefit from a more formal link between the mentors and the institution. This would enable mentors to contribute, professionally, to the assessment structure at an earlier stage in the programme than is currently proposed. There are also opportunities to develop stronger links between the work the students do on the programme which also meets elements of the teaching standards. Again the connection here is the mentor, who supports and assesses them for the WAG against the standards. Whilst this complex relationship is working well direct links into the university assessment system for mentors would enable them to provide more focused support for students, and identified connections between the modules and the standards would be an added benefit to students working hard on the programme during their first year of practice.

The successful establishment of the programme by a small team of tutors, across four institutions is to be commended. In order to continue this work the university should consider appropriate increases in academic and support staffing are made as the number of students grows. This is particularly important in the provision and support of the online learning environment.

2. Academic Standards

The academic standards have been maintained across the programme in relation to provision, assessment and support for students. This is an excellent achievement for a practice-based masters programme where the admissions criteria are, to be a teacher in their first year of teaching working in a school in Wales.

The three modules considered at this exam board had appropriate content and learning tasks for a practice-based masters provision for early career teachers.

3. The Assessment Process

The formative and summative assessment tasks for modules 1 to 3 were relevant, appropriate and completed to a good standard by the majority of students. The marking was fair and the content of the feedback very good. It was noteworthy that the feedback included feed-forward comments to students to improve their next pieces of work. The assessment and moderation structures were appropriate for the programme. The use of generic feedback to all the students about each module was innovative and was responded to well by the students.

4. Year-on-Year Comments

This is an excellent start to an exciting and innovative programme.

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

This was excellent and gave the group of examiners a good understanding of all aspects of the programme.

6. Noteworthy Practice and Enhancement

See comments in the sections above.

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?	X		
8.2	Were you asked to comment on any changes to the assessment of the Programme?			X
Draft Examination Question Papers				
8.3	Were you asked to approve all examination papers contributing to the final award?			X
8.4	Were the nature, spread and level of the questions appropriate?			X
8.5	Were suitable arrangements made to consider your comments?			X
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?			X
8.7	Was the general standard and consistency of marking appropriate?			X
8.8	Were the scripts marked in such a way as to enable you to see the reasons for the award of given marks?			X
8.9	Were you satisfied with the standard and consistency of marking applied by the internal examiners?			X
8.10	In your judgement, did you have the opportunity to examine a sufficient cross-section of candidates' work contributing to the final assessment?			X
Coursework and Practical Assessments				
8.11	Was the choice of subjects for coursework and / or practical assessments appropriate?	X		
8.12	Were you afforded access to an appropriate sample of coursework and / or practical assessments?	X		
8.13	Was the method and general standard of assessment appropriate?	X		
8.14	Is sufficient feedback provided to students on their assessed work?	X		
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?	X		
Examining Board Meeting				

		Yes (Y)	No (N)	N/A (N/A)
8.17	Were you able to attend the Examining Board meeting?	X		
8.18	Was the Examining Board conducted properly, in accordance with established procedures and to your satisfaction?	X		
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?	X		
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?			
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