



EXTERNAL EXAMINER ANNUAL REPORT FORM

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	For completion by External Examiner:		
Name of External Examiner:	Sarah Riley		
Home Institution / Employer of External Examiner:	Aberystwyth University		
Programme and / or Subjects Covered by this Report:	BA/BSc in Education (Psychology and Education modules)		
Academic Year / Period Covered by this Report:	2012-13	Date of Report:	28/6/13

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

The programme structure offers a rare way of studying Psychology within a social sciences programme scheme. The structure allows students to gain BPS accreditation, while also widening their academic and intellectual experiences by encouraging flexible access to other social science modules. This structure provides students with a broader education than other Psychology students might have, and enables a wider range of employment options created through the pathways in the programme structure, in particular, the BPS Education route.

The modules enabled the learners to demonstrate achievement of the learning outcomes, covered content appropriately and appeared accessible and fair. Links between theory and practice were clearly embedded throughout the teaching and assessment, in a thoughtful and often unique way. This is a clear strength of the programme, and one which should develop transferable intellectual and reflexive skills in the students.

2. Academic Standards

Academic standards and marks awarded for the work were comparable with institutions with which I am familiar. There were some excellent pieces of work, and the range of work reflects peers on similar programmes. Students demonstrated achievement of the subject benchmarks for Psychology, with a particular strength on links between theory and practice and critical reflection.

Weaker students sometimes struggled to think critically about all aspects of their work (i.e. the frameworks they used as well as those they critiqued), and I discussed with staff their ideas for how to further embed critical reflection and evaluation in their teaching.

3. The Assessment Process

The assessment process appeared clear and transparent. Feedback was in most cases appropriate and detailed. The assessments were often structured so as to develop a range of relevant skills for psychologists in an original and effective way.

There seemed a suitable range of assessments, exams, coursework, report writing and oral presentations. Given that the exams were seen exams, perhaps there was some over emphasis on essay writing, and other assessments might be considered in future, such as more oral presentations or the use of digital media (wikis etc).

The marking scheme and classification of the award was appropriate and transparent. A clear audit trail was provided of marking decision making. I have discussed with staff where I felt there was a conflation of moderation with second marking procedures and made suggestions, in terms of using different mark sheets, for how to more clearly distinguish when which practice was being enforced.

I reviewed four modules, seeing a random sample of work from each, and at exam board I had access to students' overall module marks, so while I was able to see how students had progressed across their degree I did not have the opportunity to examine a cross-section of any one candidates' work that contributed to their final assessment.

4. Year-on-Year Comments

This is my first report.

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

Administration was excellent in terms of providing me with relevant paper work (e.g. handbooks), arranging travel and accommodation, and explaining the regulations that guide exam boards. Where more information was needed was on how opportunities to have discussions on individual modules were organised and how such discussions are formalised (e.g. with internal reports).

6. Noteworthy Practice and Enhancement

There is a clear commitment to facilitating students' critical evaluation and reflection skills in the module structure and assessments that I saw. This was an excellent noteworthy practice and was part of an original, intellectual characteristic of the programme for which staff should be commended.

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?	✓		
8.2	Were you asked to comment on any changes to the assessment of the Programme?		✓	
Draft Examination Question Papers				
8.3	Were you asked to approve all examination papers contributing to the final award?	✓		
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?	✓		
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?	✓		
8.12	Were you afforded access to an appropriate sample of coursework and / or practical assessments?	✓		
8.13	Was the method and general standard of assessment appropriate?	✓		
8.14	Is sufficient feedback provided to students on their assessed work?	✓		
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?	✓		
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?	✓		
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?	✓		
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