

Name	Alice Street		
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Name(s) of course(s) examined <i>e.g. Tripos Part/ MPhil/ MRes</i>	HSPS Tripos Part II, Social Anthropology		
Academic year of examination	2021-2022		
Level ( <i>Delete as appropriate</i> )	Undergraduate		
Year of Appointment	1 <sup>st</sup>		

	Yes	No	N/A
1. Are the academic standards set for the award appropriate for the qualification, and comparable with similar programmes in other UK institutions?	X		
2. Are you satisfied that you received sufficient programme materials (handbooks, regulations, marking and classing criteria) in a timely manner?	X		
3. Are you satisfied that you were consulted adequately on draft examination papers, and that your comments and suggestions were taken into consideration?	X		
4. Are you satisfied that the assessment was pitched at the appropriate level?	X		
5. Was the general standard and consistency of marking appropriate?	X		
6. Do the assessment processes measure student achievement rigorously and fairly against the intended outcomes of the programme?	X		
7. Are you satisfied that issues raised on your previous report form have been properly considered and, where applicable, acted upon?			X
8. Did you receive a written response from the Department to your previous report form?			X

If you replied No to any of the questions above, please expand here:

Do you have any concerns about the course, including standards and quality?

No concerns at all – it is of exceptional quality and high standards are kept

Are you satisfied that the procedures associated with the assessment are efficient (e.g. timeframes, draft papers, questions, design and conduct of exam, meetings, vivas)?

Yes. Timeframes are tight but maintained by excellent administrative support.

Do you have any comments on marking and classing (e.g. range of marks, action around borderline marks, penalties, moderation, double marking, reconciliation of marks)?

The double marking process is exemplary and thorough. There is strong consistency in marking practice across all assessors. The process for reconciling marking disparities is rigorous. Action is already being taken to avoid borderline marks where possible. Where borderline marks arise through the reconciliation of marks across a grade boundary, I suggest that the assessors consider first whether the script/dissertation falls on one side of the grade boundary.

Do you have any comments on the student experience of the course and/or their experience of the assessment process?

The learning materials are a rich, high-quality resource for students. Reading lists are up to date and for the most part well laid out and presented. The exam questions reflect the modules and learning resources well and offer the opportunity for students to be creative and original with their responses. A longer exam window might be considered to reduce the temptation to use material already developed for tutorial essays.

Do you have any comments on University policies (e.g. the role of the external examiner, policies around plagiarism, script annotation)?

University policies were acknowledged and closely followed by the internal examiner. As external examiner I was invited at appropriate moments to offer my judgement and thoughts on processes. Processes around plagiarism appear to be robust, with all scripts going through Turnitin and any suspect cases considered for action.

Please describe here any recommendations for improvement.

- Full mark sheets and rudimentary statistics might be made available to the examiners to enable comparison of marks across papers and years.
- Full information on papers, including an overview of paper structure and other resources made available to students might be shared with the external examiner.
- Students might be reminded that the best exam essays respond directly to the exam question rather than providing a generic overview of a topic or summaries of relevant works.

Please highlight any good practice you encountered.

- Substantive discussion of marking process and marking disparities during the exam board ensures continuous reflection on the application of the marking criteria and helps to generate consistency across the assessors.
- All assessors demonstrated a close knowledge of the scripts they had marked, which indicated a high level of care in their marking.
- Some excellent reading lists that organise the material clearly and provide introductions to the module and the lectures. These reading lists are likely to contribute to an enjoyable learning experience in addition to make the lectures more accessible.

Have you seen any evidence of grade inflation?

No. I have recommended that course statistics are reviewed annually to monitor for grade inflation.

If this is your final year as external examiner? If so, have you seen improvements over your tenure? Has the Department acted on your advice?

NA

Do you have any other comments?

An excellent course that gives students the strongest possible grounding in anthropological knowledge.

Thank you for completing the External Examiner Report form.

**Please now forward to [vcexternalexaminers@admin.cam.ac.uk](mailto:vcexternalexaminers@admin.cam.ac.uk) by July 31<sup>st</sup> for undergraduate examinations, 1<sup>st</sup> October for Masters Degrees, and 12<sup>th</sup> October for resits.**

Please also forward a copy to your Chair of Examiners.