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**Sent by email to [c.ramosvillar@sheffield.ac.uk](mailto:c.ramosvillar@sheffield.ac.uk)**

**7 February 2020**

Dear Dr Ramos Villar,

**Re: Institutional Response: External Examiner Annual Report 2018/19**

I am writing further to the receipt of your report for BA in Portuguese.

Your report has been considered by colleagues in the School and is the basis of this Institutional Response on behalf of the Vice-Chancellor. The School will also use its contents to help inform their [Annual Review and Enhancement](#) process and where appropriate, [Periodic Review](#).

**The University is pleased to note your positive comments including:**

1. Your positive indications regarding the programme structure, academic standards and assessment process.
2. The curriculum for Portuguese is excellent, and it shows sustained, supportive progression between the different levels of the programme.
3. Offering a heritage strand to the Portuguese language programme, as this is unusual in the UK institutions that offer Portuguese.
4. It is clear that students receive sustained and supportive language teaching that allows them to achieve a very high degree of linguistic competency at every level. In the content modules, students show depth of knowledge, and are able to showcase very good critical thinking with this knowledge. This shows the presence of excellent pastoral care that combines with very good support for learning in the Portuguese teaching team.
5. The quality of the feedback is very good, allowing students to reflect on what has been done well, and also see where it could have been improved. There is an impressive amount of detailed feedback on the exams. There is also evidence on what is termed as “feed forward”, or the suggestion of areas that the student might want to work on in the future.



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## Issues highlighted in your report and response provided by the School:

1. **Year on Year comments:** *I'd encourage Cardiff to consider how certain administrative tasks could be streamlined and supported so that the teaching team can devote more time and energy into the continued development and delivery of the curriculum.*

There was period of transition for the teaching staff in Portuguese studies in 2018-19 as the department welcomed a new lecturer in Lusophone studies to the School of Modern Languages. Licinia Pereira, lecturer in Portuguese, responded positively to the challenge of performing the necessary administrative tasks to maintain the quality of the programme and its normal operations during the transition period. Currently the teaching team in Portuguese is made of 2 full-time colleagues and 1 part-time colleague. In 2019 the Department of Spanish, Portuguese and Latin American Studies was created in order to formally establish strategic links in the teaching of these subjects and subsequently merge certain administrative tasks within the new department.

2. **Year on Year comments:** *There will be no Final Year content module next academic year. I fear that this will undoubtedly impinge on the perceived development of the Portuguese programme.*

Unfortunately, we were unable to offer a final year module to this year's final year Portuguese cohort. This was due to the limitations on the recommended class size that allow for modules to be run. Students were offered the possibility of a final year dissertation in Portuguese, although none decided to choose that option. Next year, this should no longer be an issue, as it will be possible to offer the module to students from across the Department of Spanish, Portuguese and Latin American Studies.

We hope that you will find this response satisfactory and thank you for your continued support of the programme.

In order to meet the expectations of the [QAA Quality Code](#), both the External Examiner Annual Report and this Institutional Response will be published on the University's [Public Information website](#) and will be available to all students and staff.

We are most grateful for your comments and for your support in this matter.

Yours sincerely,



Mr Simon Wright  
Academic Registrar