

Guidance notes are available to support the completion of this Report via the Cardiff University Intranet [here](#) and from [ExternalExaminers@cardiff.ac.uk](mailto:ExternalExaminers@cardiff.ac.uk).

**Cardiff University**

McKenzie House  
30-36 Newport Road  
Cardiff CF24 0DE  
Wales UK

Tel please see below  
Fax +44(0)29 2087 4130

[www.cardiff.ac.uk](http://www.cardiff.ac.uk)

**Prifysgol Caerdydd**

Tŷ McKenzie  
30-36 Heol Casnewydd  
Caerdydd CF24 0DE  
Cymru Y Deyrnas Unedig

Ffôn gweler isod  
Ffacs +44(0)29 2087 4130

[www.caerdydd.ac.uk](http://www.caerdydd.ac.uk)

	For completion by External Examiner:		
Name of External Examiner:	Dr Nicole Baumgarten		
Home Institution / Employer of External Examiner:	School of Languages and Cultures, University of Sheffield		
Programme and / or Modules Covered by this Report	Certificate of Higher Education, Languages (Centre for Lifelong Learning)		
Academic Year / Period Covered by this Report:	2018/19	Date of Report:	30 <sup>th</sup> July 2019

Please complete all information in the spaces provided and submit within **six weeks** of the Examining Board (the dissertation stage Examining Board in the case of postgraduate Master's programmes).

**Please note this form will be published online and should not make any reference to any individual students or members of staff in accordance with the General Data Protection Regulation (2018).**

Please extend spaces where necessary.

**1. Programme Structure** (curriculum design, programme structure and level, methods of teaching and learning)

The structure of the programme is coherent and logical; the different module levels (stages) appropriately chunk and sequence progression through the language learning process. All levels and languages are appropriately benchmarked with reference to the Common European Framework of Reference. The programme offers an impressive variety of languages, including those that are less widely taught. The programme clearly enables widening participation in HE. The methods of learning and teaching are entirely appropriate for the learning outcomes pursued.

I noticed some remarks on room for improvement in the use of the Virtual Learning Environment (VLE) in the student feedback. I understand that the adult/mature student group enrolled on the programme is very diverse, with different levels of technological skill and easy access to devices present in the group. I suggest, however, that the use of the VLE and its role in learning and teaching could be conceptualised from the point of view as being one component in an inclusive learning environment so that all student groups can maximise on their learning.

**2. Academic Standards** (comparability with other UK HEIs, achievement of students, any PSRB requirements)

The programme reaches the same academic standard as comparable programmes in other HEIs, such as my own institution. In some cases, at higher levels, the quality of student work exceeded expected standards.

**3. The Assessment Process** (enabling achievement of aims and learning outcomes; stretch of assessment; comparability of standards between modules of the same level)

Assessment and the process of assessment are relevant and appropriate for this type of programme. The assignments and assessment methods are clearly aligned with learning outcomes; in addition, they are varied and interesting, prompting students to engage in personally meaningful ways with their chosen language. Internal moderation is in place, with extensive constructive feedback given to ensure comparability across languages and fair marking.

There is some variability in the feedback provided on the feedback forms. I understand that formative feedback is given to each student in class, however, I think it will be helpful for students to see personalised formative feedback in writing on the feedback form. There are some great examples for this, for example for some French, German and Chinese modules, but there are also examples of minimal and very generic feedback, which can have only a very limited feed-forward effect. I suggest that the feedback forms could be understood as an outward-facing means of communicating to the students in positive ways what was achieved and what could be achieved in the future. For example, pre-structuring the free-text comment box on the feedback form along headings such as “Strengths” and “Key areas for improvement” could help tutors to provide more individualised feedback. This might also contribute to student retention across stages, as it may be an incentive for students to progress to the next higher level.

**4. Examination of Master’s Dissertations (if applicable)** (sample of dissertations received, appropriateness of marking schemes, standard of internal marking, classification of awards)

*[Where possible please complete this section following the dissertation examining board determining the final award.]*

N/A

**5. Year-on-Year Comments**

[Previous External Examiner Reports are available from the Cardiff University Website [here](#).]

This is my first year as external examiner for this programme.

**6. Preparation for the role of External Examiner (for new External Examiners only)** (appropriateness of briefing provided by the programme team and supporting information, visits to School, ability to meet with students, arrangements for accessing work to review)

I received all necessary information well in advance of the examination and Exam Board date.

**7. Noteworthy Practice and Enhancement** (good and innovative practice in learning, teaching and assessment; opportunities for enhancement of learning opportunities)

The staff at the Centre for Lifelong Learning demonstrate high professional standards. There is a great emphasis on supporting the students' learning and a laudable understanding of adult and mature learners' needs.

**8. Appointment Overview (for retiring External Examiners only)** (significant changes in standards, programme/discipline developments, implementation of recommendations, further areas of work)

N/A

## 9. 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)
<b>Programme/Course information</b>				
9.1	Did you receive sufficient information about the Programme and its contents, learning outcomes and assessments?	X		
9.2	Were you asked to comment on any changes to the assessment of the Programme?			X
<b>Commenting on draft examination question papers</b>				
9.3	Were you asked to approve all examination papers contributing to the final award?		X	
9.4	Were the nature, spread and level of the questions appropriate?	X		
9.5	Were suitable arrangements made to consider your comments?	X		
<b>Examination scripts</b>				
9.6	Did you receive a sufficient number of scripts to be able to assess whether the internal marking and classifications were appropriate and consistent?	X		
9.7	Was the general standard and consistency of marking appropriate?	X		
9.8	Were the scripts marked in such a way as to enable you to see the reasons for the award of given marks?	X		
9.9	Were you satisfied with the standard and consistency of marking applied by the internal examiners?	X		
9.10	In your judgement, did you have the opportunity to examine a sufficient cross-section of candidates' work contributing to the final assessment?	X		
<b>Coursework and practical assessments</b>				
9.11	Was the choice of subjects for coursework and / or practical assessments appropriate?	X		
9.12	Were you afforded access to an appropriate sample of coursework and / or practical assessments?	X		
9.13	Was the method and general standard of assessment appropriate?	X		
9.14	Is sufficient feedback provided to students on their assessed work?	X		
<b>Clinical examinations (if applicable)</b>				
9.15	Were satisfactory arrangements made for the conduct of clinical assessments?			X
<b>Sampling of work</b>				
9.16	Were you afforded sufficient time to consider samples of assessed work?	X		
<b>Examining board meeting</b>				
9.17	Were you able to attend the Examining Board meeting?	X		

9.18	Was the Examining Board conducted properly, in accordance with established procedures and to your satisfaction?	X		
9.19	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		
<b>Joint examining board meeting (if applicable)</b>				
9.20	Did you attend a Composite Examining Board, i.e. one convened to consider the award of Joint Honours degrees?			X
9.21	If so, were you made aware of the procedures and conventions for the award of Joint Honours degrees?			X
9.22	Was the Composite Examining Board conducted according to its rules?			X

Please return this Report, **in a Microsoft Word format**, by email to:  
[externalexaminers@cardiff.ac.uk](mailto:externalexaminers@cardiff.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, Cardiff University, McKenzie House, 30-36 Newport Road, Cardiff, CF24 0DE