

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

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	For completion by External Examiner:		
Name of External Examiner:	Dr Kate Woodward		
Home Institution / Employer of External Examiner:	Aberystwyth University		
Programme and / or Modules Covered by this Report	Welsh Medium JOMEC modules namely MC2617, MC2618, MC3625, MC3626		
Academic Year / Period Covered by this Report:	2019/20	Date of Report:	7 July 2020

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 return this Report, **in a Microsoft Word format**, by email to: externalexaminers@cardiff.ac.uk.

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)

Please include consideration of the following:

- *confirmation that the actions taken as a result of the variation of assessments in relation to industrial action and Covid-19 have been appropriate to protect the academic standards of the programme and have allowed students to achieve their programme level learning outcomes*

This is the first year of my role as External Examiner at JOMEC and the impression I have received is that the students are eloquent, high achieving and ambitious. Students are encouraged to utilise theoretical, critical material in a creative fashion to create links with contemporary issues. Modules are well structured and assignment deadlines well timed to encourage 'exit velocity' from the modules. The 4 modules that I looked at complement each other. Links are made between them. I particularly like the way that the first session of 'Ystafell Newyddion 2' looked back on what had been learnt in 'Ystafell Newyddion 1'. PGLPCD

Module handbooks offer clear and concise guidelines to students. It is clear that staff create a dynamic and energised learning experience for students, for example through quizzes embedded in teaching sessions. The strong industry links are of immense value and help students to make connections between the theory and practice. This is clearly evidenced in their assignments. Learning materials were highly responsive, for example linking 'Cyfathrebu mewn argyfwng' (Communication during a crisis) to the current pandemic.

I am content that the actions taken in response to Covid-19 and the industrial action are wholly appropriate and have allowed students to achieve their programme level learning outcomes.

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

Please include consideration of the following:

- *module marks are an accurate reflection of the standards they achieved, and the award classification reflects their academic attainment on their degree programme.*
- *if scaling has been recommended by the pre-Examining Board, there is appropriate justification for the recommendation based on the scaling guidance and the proposed scaling methodology to be applied to the marks is appropriate*
- *the application of the Safety Net Policy to ensure that students' award classification reflects their academic attainment on the degree programme, and that the degree classification is not affected by any potential dip in their academic performance in assessments undertaken during a period of disruption.*
- *Highlighting where the Safety Net Policy could not be applied/or only in part due to specific PSRB requirements and the outcomes of the discussion and decisions made.*
- *the academic standards of degrees meet the requirements of the relevant national qualifications' framework.*
- *the degrees awarded by the University are valid and reliable and are of an equivalent standard to degrees awarded in previous years.*
- *confirmation that the degree outcomes of each programme under consideration are in line with the sector and meet any professional, statutory, regulatory body requirements.*
- *where issues have been identified, the main Examining Board have been clear in their deliberations and actions to safeguard the academic standards.*

The academic standards are comparable with other UK HEIs, and the students are eloquent, high achieving, ambitious and driven. Scaling had not been recommended by the pre-Examining Board. The application of the Safety Net policy was consistent to ensure that there was no dip in academic performance. In the Examining Board itself, attention was drawn to the policy and its implementation. At times rules and regulations of Examination Boards seem unduly complex, but I was content that the regulations were considerate and consistently applied.

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

Please include consideration of the following:

- *assessment variations used are appropriate, and where possible continue to test the module learning outcomes*
- *students continued to be provided with the opportunity to demonstrate achievement of the programme learning outcomes as a result of the variations*
- *assessments continued to be conducted with care and due diligence to ensure that students were not academically disadvantaged as a result of the variations.*

Assessment variations were minimal (online presentation replacing face to face presentation) with students provided with optimal opportunity to demonstrate achievement of the learning outcomes.

Assessment is appropriately designed and applied consistently. Tasks often speak to hot contemporary topics. There is an impressive range of assessments - articles, research projects, test bulletins, essays, press releases, presentations, e-portfolios and beyond - which enables students to develop a rich skillset throughout their studies. The assessments enable students to clearly demonstrate how the aims and learning outcomes have been achieved.

Student achievement is measured rigorously and fairly against the learning outcomes of the programme. Assessments of modules of the same level are of comparable standard. The moderation process is robust and discussions around marks are clearly evidenced on paper. Feedback is fair, detailed, constructive, consistent and gives suggestions for improvement, even at the highest level.

Occasionally the assessment criteria seems overly long, with up to 9 individual criteria, and I wonder if there would be value in rationalisation. I'd suggest at times that feedback might be linked more explicitly to the criteria, and a rationalised list of criteria could facilitate this.

The variation in student language skill is dealt with constructively and sensitively, ensuring what can be a difficult balance of critique and support.

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](#).]

Please note that due to the unprecedented nature of the Covid-19 pandemic, Schools may have had limited time to enact changes.

I have read Dr Price's report and the Institutional response and I am content. Although I echo Dr Price's point regarding the rationalisation of assessment criteria.

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)

The process has been exemplary. I'm grateful to both academic and administrative staff for their help with orientating myself within your academic and administrative structures. I have not been able to meet with the team due to the COVID-19 pandemic, but communication has been excellent, any questions I have had have been answered clearly, comprehensively and in a timely fashion. The administrative process has also been excellent, I have received everything I needed to carry out the role effectively.

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

Due to the need to for continued adaptations during the continuing COVID-19 pandemic, we would be grateful if you could please include consideration of the following:

- advice and guidance on where adaptations can be made to support a blend of high-quality on-campus and online learning for 2020/21 to support Schools with curriculum developments to address ongoing requirements to socially distance due to Covid-19.*

I've been observing JOMEC's Welsh language provision from afar for many years, and what has been achieved in a relatively short period of time has been remarkable. The sheer number of students enrolled on these Welsh language modules is highly impressive, and speaks volume about the reputation of the staff, the modules, and the alumnus. This is to be warmly congratulated.

The innovative range of assessments and the industry links are stand out elements of the modules.

I would also like to acknowledge the specific challenges faced by staff working in a small teams. This year has been especially challenging and I commend the team on their resilience.

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

9. Issues for Response

To assist with a timely and detailed response to your report, we would be grateful if you could briefly summarise any issues referred to above that you would like to be specifically addressed in our institutional response.

1. Rationalisation of assessment criteria.
- 2.
- 3.
- 4.
- 5.