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Sent by email to Professor Andrew Edwards

23 January 2019

Dear Professor Edwards,

Re: Institutional Response: External Examiner Annual Report 2017/18

I am writing further to the receipt of your Certificate of Higher Education (Humanities).

Your report has been considered by 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](#).

Issues highlighted in your report:

1. **Assessment Process:** Handwritten feedback on assessments. The department is encouraged to consider typed comments as best practice.
2. **Assessment Process:** Use of marking criteria: Use of the marking rubric is evident but is currently inconsistent and far from extensive. Again, the department is encouraged to look at this and to encourage greater use of the rubric, not least to highlight the consistency of feedback.

Response provided by Continuing and Professional Education:

Continuing and Professional Education would like to thank Professor Edwards for his useful feedback regarding our Certificate of Higher Education (Humanities).

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- 1 The issue of handwritten feedback is something that we are specifically addressing for the following academic year as we move to electronic processes for assessment and feedback, rather than the printed carbon forms that we have traditionally relied upon. Tutors will be adopting electronic coversheets in 2018-19 which will ensure that summative feedback is typed.
- 2 A set of marking criteria for all humanities courses has been in place since 2016, but as Professor Edwards' report has highlighted, there are some areas where this is not being used consistently. This will be emphasised as part of annual tutor training for existing tutors and included in induction for all new tutors.

The University is pleased to note your positive comments including:

1. your positive indications regarding the programme structure, academic standards and assessment process;
2. Methods of teaching and learning on the programme are varied and facilitate the development of a range of academic and transferable skills.
3. The design of the curriculum is innovative and provides students with a very good range and variety of modules to study.
4. Materials provided to students – including module handbooks – are of a high quality.
5. Support for students within the department is effective and is clearly geared towards the needs of its target audience.
6. The completion of internal moderator reports, together with oral reports from the moderators at the exam board, provides a valuable insight into the organisation and delivery of the programme.
7. Student achievement is generally of a very high standard. It is clear that tutors, while applying very high standards and expectations, do their utmost to ensure progression through encouragement, advice and constructive criticism on formative and summative assessments.
8. The quality of feedback is of a high standard, with markers striving to ensure that the comments are constructive and developmental.
9. There is strong and substantial evidence of good practice and innovation in teaching and learning across the programme, and there are numerous examples of exemplary teaching which helped produce work of outstanding quality.
10. The inclusion of summaries of student evaluation questionnaires for the Pathways to the Past programme was very helpful and really good practice.

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.

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

Yours sincerely,

A handwritten signature in black ink, appearing to read 'S. Wright', with a long horizontal flourish extending to the right.

Mr Simon Wright
Academic Registrar