

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:	Carmen Ramos Villar		
Home Institution / Employer of External Examiner:	University of Sheffield		
Programme and / or Modules Covered by this Report	Portuguese		
Academic Year / Period Covered by this Report:	2018-2019	Date of Report:	01/07/2019

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)

I oversaw work from Level 1 to Final year, both content and language. Once more, the curriculum for Portuguese is excellent, and it shows sustained, supportive progression between the different levels of the programme. I like the varied and imaginative methods of assessment, I know from discussions with the Portuguese team also reflect a good teaching philosophy that takes into consideration the required adjustments to suit the different learning needs of the students in a cohort. Students thrive in this programme, and attain both impressive linguistic levels, and a deep understanding of the Portuguese-speaking world. Of particular note, I'd like to praise Cardiff for offering a heritage strand to the Portuguese language programme, as this is unusual in the UK institutions that offer Portuguese.

As I commented last year, it takes time to establish and consolidate a programme. The Portuguese programme is only 5 years old, and the student numbers have remained constant despite an adverse recruitment environment at the national level. This, I believe, is a testament to the support and dedication of the Portuguese team, who should be praised for their efforts.

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

The level of teaching and the requirements for academic achievement in terms of assessment setting is comparable to other UK HEIs. The level of linguistic

competency achieved, however, is to be praised for being above the norm. 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.

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

The assessment remains fair and challenging, allowing students to thrive and show off their competency whilst being tested at the appropriate level. This year, I'd like to highlight the essays produced in the Level 1 content module, and also in the Level 2 exam paper; they are a testament to the excellent teaching and support that the students receive. The feedback the students receive for both language and content work is also worthy of praise – it is obvious that students find it helpful because their performance improves as the module progresses, and as they progress to the next level of the degree.

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](#).]

Unfortunately, there were unforeseen circumstances that began last academic year, and which impinged into this year (a member of the teaching staff going on sick leave and subsequently resigned). The University is to be praised for arranging a replacement, albeit on a teaching and scholarship contract, halfway through the first semester. The other member of the Portuguese teaching team is also to be praised for taking on the roles of two people, and also for covering the teaching needs of the whole of the Portuguese programme until the replacement started. If I had not known about these circumstances, I would not have been aware of any changes. Let me put this in another way; I cannot see any fall in the standards of teaching, assessment, or academic achievement as a result of the circumstances that the Portuguese teaching team faced. What I can see is many demands on the Camões leitora, over and above those that they have to fulfil in other universities in the UK, and 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.

Finally, it is a shame that, like in this academic year, 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, which, let me repeat, is excellent and progressing very well.

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)

Once more, all aspects of the preparation and moderation has been exemplary.

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

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.

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

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

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

Please return this Report, **in a Microsoft Word format**, by email to:
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