

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).

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	For completion by External Examiner:		
Name of External Examiner:	Professor Andrew Edwards		
Home Institution / Employer of External Examiner:	Bangor University		
Programme and / or Modules Covered by this Report	Certificate in Higher Education (Humanities)		
Academic Year / Period Covered by this Report:	2018/19	Date of Report:	11.7.19

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 content and structure of the programme is entirely appropriate and cohesive. Methods of teaching and learning on the programme have a good degree of variety and facilitate the development of a range of transferable skills. The design of the curriculum is innovative and students are provided with an excellent range of modules to study. Materials provided to students are appropriate for the level of study and of a high quality.

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

Academic standards are appropriate and conform with QAA benchmarking expectations. Internal scrutiny of the programme is rigorous. Moderator reports, provide a valuable insight into the organisation and delivery of the programme. Student achievement is generally of a very high standard and module completion rates are, on the whole, impressive. The standards on the programme are entirely consistent with other HEIs.

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

A wide range of assessments are used to test a range of learning outcomes. There is a high level of comparability in standards between a diverse range of subjects. Feedback is generally of a very high standard, but I have drawn the board's attention to the tendency to provide excessive feedback in one subject area (Philosophy). I suggested to the board that the department reviews its current marking criteria, especially the description of marking bands in the 60s as 'good', 70s as 'comprehensive' and 80s as 'excellent'. I have not seen the term 'comprehensive' used once this year to describe a First Class assessment, but numerous assessments in the 70s have been described as 'excellent'. It would be good to see a more appropriate descriptor used for First Class work to ensure consistency and transparency of feedback.

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

N/A

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

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

I am pleased that the department has addressed the recommendations made in my report last year relating to use of Turnitin and handwritten feedback sheets.

**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)

N/A

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

There is strong and substantial evidence of good practice and innovation in teaching and learning across the programme. The school is currently moving towards a comprehensive online submission and assessment arrangement, which is to be welcomed. As I stated last year, the use of moderator reports is very good practice. Students can rest assured that the school is rigorous in its internal monitoring and enhancement processes.

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

<b>Examining board meeting</b>				
9.17	Were you able to attend the Examining Board meeting?	Y		
9.18	Was the Examining Board conducted properly, in accordance with established procedures and to your satisfaction?	Y		
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?	Y		
<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?			N/A
9.21	If so, were you made aware of the procedures and conventions for the award of Joint Honours degrees?			N/A
9.22	Was the Composite Examining Board conducted according to its rules?			N/A

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

