

Guidance notes are available to support the completion of this Report via the Cardiff University Intranet [here](#) and from 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

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

	For completion by External Examiner:		
Name of External Examiner:	Dr Nalita James		
Home Institution / Employer of External Examiner:	University of Leicester		
Programme and / or Modules Covered by this Report	Pathways Programme - CertHE Business and Management, Social Science, Science & Environment		
Academic Year / Period Covered by this Report:	2018/19	Date of Report:	15/07/2019

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)

The Pathways Programme continues to grow and remains an important programme for non-traditional and mature students to access full-time provision across the University. The structure and content of the programme are entirely appropriate in providing an opportunity for students who are interested in pursuing their studies further to do so with continuity of support and guidance. The content and structure of the programme is entirely appropriate and cohesive. Methods of teaching and learning on the programme are varied and facilitate the development of a range of academic and transferable skills. The design of the curriculum provides students with a very good range and variety of modules to study. Support for students within the department is highly effective and aimed towards the needs of its target audience.

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

The academic standards are appropriate and conform with QAA benchmarking expectations. The system of providing internal moderators' reports on each subject strand and their remarks on sample assignments are useful in gauging student

performance and the effectiveness of the teaching and assessment processes. Student achievement is generally of a very good standard. 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.

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

The teaching is of a consistently high standard and I am ever more impressed by the quality and conscientiousness of the tutors, who often inspire their students and provide them with a wide range of assessments that test a range of learning outcomes – there is evidence of comparability in standards between a diverse range of subjects. This has been further evidenced by meeting with students who are complimentary about the teaching they have received, and can articulate the progression they are making in their studies and potential futures.

Over the four-year period as external examiner I have seen improvement in assessment feedback and the majority of markers now type their comments. However, this is an area that still requires improvement, as follows:

- All** tutors should type their assessment feedback– this is best practice
- (i) Feedback should be developmental for all learners, including those with the higher grades so they can continue to be stretched and challenged
 - (ii) Use of the marking criteria is evident but a role for moderators is to ensure that across subject areas, tutors are using the marking rubric consistently

I am aware that Turnitin will be introduced in the next academic year and so this will shift the department towards marking online in a paperless environment. I would urge the department to decide how Turnitin will be managed to ensure the approach to marking online is consistent within/across subject areas. Some key decisions will need to be taken as to whether you will create custom sets of comments for marking, rubric scorecards etc.

Turnitin will also be useful for future external examiners and I would recommend that they are granted access to Turnitin so they can moderate students' work prior to the Examination Board.

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.]

5. Year-on-Year Comments

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

There are some very good examples of assessment feedback on the Pathways I have examined however as noted above, this is still an area that requires improvement.

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)

In my time as External Examiner I have always been impressed by the quality of the tutors' teaching and academic support and this has been reflected by the comments made by the students that I have met with. In my final report I would like to take the opportunity to remark on the receptiveness of Jan Stephens to my suggestions and recommendations over the period served as an External Examiner. She is to be commended on her genuine care for the success of the programme, students' progression and tutor development. It has been a pleasure to work with her over the four-year term.

Linked to my point about meeting students, I would recommend this practice is extended across the department as it provides further opportunity to obtain feedback on the student learning experience and the pathways being examined.

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

Both the Pathways Programme and department have been through review and change in the last four years and I am pleased that they continue to thrive and grow in what remains an unsettled adult education/lifelong learning HE landscape. I wish all those associated with the programme and the department every success in the future.

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?	X		
9.2	Were you asked to comment on any changes to the assessment of the Programme?		x	
Commenting on draft examination question papers				
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?			
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?	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		
Coursework and practical assessments				
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		
Clinical examinations (if applicable)				N/A
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?	X		
Examining board meeting				
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		
Joint examining board meeting (if applicable)				N/A
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