

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 Nalita James		
Home Institution / Employer of External Examiner:	University of Leicester		
Programme and / or Modules Covered by this Report	Pathways Programme - Certificate of Higher Education (Business & Management, Social Sciences, Science & Environment)		
Academic Year / Period Covered by this Report:	2017/8	Date of Report:	9/7/2018

Please complete all information in the spaces provided and submit within **six weeks** of the Examining Board.

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 be 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.

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

The structure and content of the Pathways modules/ programme are entirely appropriate. It is evident that this programme has been carefully and effectively designed to support this particular group of learners. Overall, academic standards on the programme are high and certainly comparable with equivalent Departments of Lifelong Learning

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

The students' work that I sampled included a wide variety of assessment briefs and supporting documentation. This aided the moderation process and was very helpful to me. Overall the methods of assessment are well-balanced and fair. They allow the intended learning outcomes to be assessed effectively. I am impressed by the range of modules available and the currency of the curriculum. It is clear from the students' work that they fully engage well with the modules and derive immense benefit from them. The impressive quality of some of the work is testament to the value which the course adds to some students as they progress through the programme. Area of good practice to note is the Public Healthcare Module (Pathway to Health Care) which showed great student engagement and ideas. Having the chance to see the module descriptors and learning outcomes, it is evident that the assessment of modules enables students to achieve their learning outcomes and there is comparability of standards between modules of the same level.

I am satisfied that internal moderation has taken place, and with the standards and consistency of marks awarded.. Students' performance across a number of modules was of an excellent standard. Failed/ lower marks were also awarded appropriately

4. **Examination of Master's Dissertations** (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](#).]

Positive steps have been taken to provide electronic written feedback to all students on the Pathways I am responsible for, but there is still room for improvement. Where I did see hand written feedback this was at times eligible e.g. Abnormal Psychology Module (Social Studies) which raises the question about the extent to which students will engage in the feedback if they cannot read it. There is still work to do on the consistency of feedback, and ensuring on script comments support the feedback summaries. However in a number of modules there was evidence of well considered feedback e.g. the Public Healthcare Module clearly communicated where students had gained and lost marks. The assessment feedback on the People In Organisation Module (Pathway to Business) should be commended, and could be used as a model for providing feedback.

It may be timely to undertake some staff development on assessment and feedback, using the models of good practice cited above. This could be a departmental-wide event, as I am sure there is much to be learnt across the various Pathways, with a view to adopting a more consistent approach to assessment and feedback. This could also include getting feedback from students on what they consider to be constructive feedback. This work could also link nicely around increasing the use of self-reflection activities such as getting students to reflect on how they use tutor feedback to improve their performance from one assignment to the next.

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)

I had the opportunity of meeting with 1 Pathway student this time (Pathway to Health Care). The student spoke very highly of the programme, in terms of the quality of teaching and learning, and student support and guidance offered particularly by the Programme Director, as well as the responsiveness of the tutors. The student really understands the value/significance of the Pathway and showed determination and a

confidence to succeed. The student commented on the supportive teaching team who continually strive to improve the student learning experience, and provide a high level of tuition and support.

I really enjoyed looking at the sample of students' work. I am impressed by the high standard which indicates a high quality of teaching and also the commitment and motivation of these students.

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?	Y		
9.2	Were you asked to comment on any changes to the assessment of the Programme?		N	
Commenting on draft examination question papers			N	
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?			N/A
9.5	Were suitable arrangements made to consider your comments?			N/A
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?	Y		
9.7	Was the general standard and consistency of marking appropriate?	Y		
9.8	Were the scripts marked in such a way as to enable you to see the reasons for the award of given marks?	Y		
9.9	Were you satisfied with the standard and consistency of marking applied by the internal examiners?	Y		
9.10	In your judgement, did you have the opportunity to examine a sufficient cross-section of candidates' work contributing to the final assessment?	Y		
Coursework and practical assessments				
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		
Clinical examinations (if applicable)				
9.15	Were satisfactory arrangements made for the conduct of clinical assessments?			N/A
Sampling of work				
9.16	Were you afforded sufficient time to consider samples of assessed work?	Y		
Examining board meeting				
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		
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