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	For completion by External Examiner:		
Name of External Examiner:	Diana Cullell Teixidor		
Home Institution / Employer of External Examiner:	University of Liverpool		
Programme and / or Modules Covered by this Report	Catalan		
Academic Year / Period Covered by this Report:	18/19	Date of Report:	26 June 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 reviewed the Catalan modules **ML0269 – Introduction to Catalan Language and Culture (Year 2)** and **ML0362 – Catalan Language and Society**. It was a pleasure to see Catalan being taught at Cardiff in such an engaging way, and to see the students so committed to learning the language and its culture. The modules are well-designed and thought-through. Teaching in Catalan is outstanding, and the member of staff teaching the modules must be commended. The exams and the assignments are all at a very appropriate level, and they test all written linguistic abilities. They are also challenging but doable, and very importantly, they are engaging.

Feedback provided by the tutor is incredibly detailed and thorough, which is a real asset for the learning process.

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

Candidates' performance in Catalan language and culture/society modules ranged across all classifications, with a high number of them in the Second and First category, which is to be

expected in modules with small numbers of students where the tutor can really help the to develop their skills. On the basis of the work I reviewed, Catalan Studies candidates perform to a very high standard. In all cases I concurred with the level of achievement as recognised by the internal examiners. Candidates produced work of a very high standard and were able to express complex ideas in Catalan through a range of idioms and structures. They showed excellent levels of accuracy in key skills areas.

Candidates displayed a knowledge of the subject and a level of academic achievement entirely commensurate with their counterparts at other similar universities in the UK.

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

ML0269 – Introduction to Catalan Language and Culture (Year 2)

The module is well designed, and the aims and learning outcomes are clearly set and achieved. The level achieved in this module is commensurate with their counterparts at other similar universities in the UK.

Exams: I looked at 8 exam scripts (worth 40% of the final marks). The exams are marked fairly and robustly across the board. Very detailed corrections and feedback in all the exams, which considering students might not even see them is proof of the teacher's commitment to the module and the teaching process. There is 1 fail, but it is well-deserved.

There are some outstanding performances in Year 2, with 6 students out of 9 with a First. The exam is mostly focused on grammar exercises (such as fill in the gaps exercises), which can easily inflate the marks. At this level there is not much to be done, as this sort of exercises are crucial, but maybe the exam could include a question (in English) on culture since that is part of the module and is not really tested anywhere else in the assessment except for the oral component.

Written Assessment 1: There are some outstanding performances here as well. The feedback given is excellent (detailed and comprehensive), and I have no doubt it helped students to improve their level of Catalan.

Written Assessment 2: Again, there are some outstanding performances here as well. The feedback given is excellent (detailed and comprehensive), and I have no doubt it helped students to progress further.

Oral comprehension is not tested in the module, which I think it should be (it is, after all, one of the essential skills in language learning). Maybe it could be one of the in-class tests, or it could be part of a broader 'Lab Exam' that contains both oral comprehension and speaking.

ML0362 – Catalan Language and Society

The module is also well designed, and the aims and learning outcomes are clearly set and achieved. The level achieved in this module is commensurate with their counterparts at other similar universities in the UK.

Exams: I looked at 6 exam scripts (worth 40% of the final marks). The exams are marked fairly, consistently and robustly across the board. As in the Year 2 module, very detailed corrections and feedback is provided in all the exams, which considering students might not even see them is proof of the teacher's commitment to the learning process.

There are some outstanding performances, and the exams I saw were either in the First (3 of them) or in the 2:2 category (the other 3). The exam marks do not seem to differ greatly from the other pieces of assessment in the module, but as I already mentioned last year, an exam mostly focused on grammar exercises (such as fill in the gaps exercises) or reading exercises has the potential to easily inflate and alter the marks. I believe at this level the grammar exercises are not really that necessary, and they could have a lesser weighting. As in the Year 2 module, the exam could include a question (in English) on culture/society since that is an essential part of the module.

Written Assessment 1, 2, 3 and 4: There are some outstanding performances here as well. The feedback provided is once again excellent and very detailed. The translation assessment is very interesting, and I am very pleased to see Pere Calders is the basis of another.

The Final year module does not have any in-class tests, and I wonder if this could be reworked. As in year 2, oral comprehension is not tested in the module, so there might be an opportunity here to change this (either as an in-class tests, or as part of a broader 'Lab Exam' that contains both oral comprehension and speaking).

The tutor provided a summary of the main errors incurred by the students after each assignment, which I think is excellent for the learning process and I am sure students appreciated. This is a great idea.

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](#).]

I am glad to see Catalan continues to be a solid part of Hispanic Studies at Cardiff University. I would like to encourage colleagues to rethink the content of the written exams (to include a question on content and to remove or maybe decrease the percentage of the grammar exercises in Final Year).

I was very glad to see the comment I made last year on Oral Distinctions (that oral distinctions should just be emailed to the Board Chair and to PS support either before or after the

Examiners Board) had been considered and implemented. Also, last year I requested to see more material (rather than only the assignments that have the required percentage for External Examiners to see), and this year I was able to check all assessments, which I found very useful and gave me an overall view of how much the students had learned and progressed.

Last Year I also suggested starting the Examiners Board with Final Year, and then proceed to Second and First years so that the External Examiners, who are only needed for Final and Second Year, could leave after that. Although this did not feature as such in the Agenda, the Chair was kind enough to move items.

The Examiners Board ran very smoothly, and policies and procedures were perfectly complied with. Assessment procedures were clearly and transparently detailed, and they ran very smoothly. The support of PS colleagues behind the scenes clearly makes a great contribution to this. I was very satisfied with the administration of assessment procedures. Any contact with administrative staff before, during and after the Boards were handled with the utmost efficiency, friendliness and professionalism. Academic colleagues with whom I corresponded regarding any queries responded promptly and constructively, and the same was true while I was in Cardiff. The Boards were conducted fairly, consistently and transparently, although I have to say I felt my comment on final module marks ending in *9 was unfairly disregarded by an academic member of staff that attempted to justify their policy. I was not entirely satisfied with the answer/explanation provided, and while of course we all have our own opinion on such matters, I felt that as a courtesy the opinion of an External Examiner should at least be considered fully and not be disregarded or snubbed in such manner.

I have to say I was very disappointed with the decision by Cardiff University that External Examiners have to book their own accommodation. Since we come to Cardiff University to work and carry out duties, it is the responsibility of Cardiff University to book this for us. I sincerely hope different arrangements will be made next year.

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)

The Catalan language tutor has organised multiple cultural activities throughout the year to promote Catalan and ensure that the learning process is enhanced. These are, without a doubt, enriching activities that make a great different to student experience (and they greatly enhance learning opportunities, obviously).

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)
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?	X		
9.5	Were suitable arrangements made to consider your comments?	X		
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)				
9.15	Were satisfactory arrangements made for the conduct of clinical assessments?			X
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)				
9.20	Did you attend a Composite Examining Board, i.e. one convened to consider the award of Joint Honours degrees?			X
9.21	If so, were you made aware of the procedures and conventions for the award of Joint Honours degrees?			X
9.22	Was the Composite Examining Board conducted according to its rules?			X

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externalexaminers@cardiff.ac.uk

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