

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:	Rhian Davies		
Home Institution / Employer of External Examiner:	University of Sheffield		
Programme and / or Modules Covered by this Report	BA Spanish (Spanish Language and Spanish & Spanish American Literature, Film, History)		
Academic Year / Period Covered by this Report:	2018-19	Date of Report:	09.07.2019

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)

As noted in previous reports, I believe that the Spanish programme is effectively structured. It enables the students to gain a useful range of foundational skills at Level 1 and build upon these in order to progress through subsequent levels. There is also the opportunity to focus upon the development of particular interests, whilst different pathways offer students various opportunities. The programme is wide-ranging, giving students not solely a solid grounding in language skills but enabling them to study topics relating to various aspects of Spanish and Latin American culture, history and literature. There is also the opportunity to undertake independent research through opportunities such as the year abroad project and final-year dissertation.

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

As noted previously, I continue to be satisfied that the standards at Cardiff are comparable with similar programmes nationally. This year, once again, I was delighted to see the impressive work produced by those performing at the higher end of the scale and their capacity for original and independent thinking (especially

during the final year), encouraged, no doubt, by the tutors who have supported them throughout the degree programme.

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

Once again, the methods of assessment were fair and appropriate, the marking was consistent and I saw evidence of the full range of marks being employed. Students continue to be offered a range of different assessment experiences, which enable them to maximise on their particular strengths, and also compensate for any weaknesses. (The multiple sections and components in the language exams, in particular, often ensured that if students scored badly in one section, this did not necessarily adversely affect their overall performance in the examination as a whole.) As ever, the marking continues to be rigorous and the feedback is excellent. It is evident that the tutors in the Department of Hispanic Studies invest a great deal of time in marking all the work they receive carefully and in ensuring that their feedback will be useful in terms of preparing students for future assessments.

**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.]*

NA

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

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

Once again, I was pleased to note that the high standards were maintained this year.

An aspect that may require some attention, however, is the question of electronic marking. It is important to ensure that the technology best serves the needs of staff and students in both the present and the future, and that students' anonymity is preserved throughout the assessment process.

**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)

NA

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

I have already mentioned previously (and in the sections above) the fact that the standard of feedback provided by the Department of Hispanic Studies at Cardiff is extremely high.

I was delighted to see that the staff in Hispanic Studies have creatively designed new modules that not only fit into the new School-wide module structures and offer

the students to build upon the knowledge they gain throughout the programme, but enable staff to continue to share their research expertise with their students. I very much hope that the latter opportunity will be sustained and developed further in the future. I feel that it should be regarded as an essential component to the Spanish programme and it should not risk being diluted in process of developing shared School-wide modules. I was delighted to see that particular staff interests (and strengths), for instance in Hispanic comics, had been accommodated within the new modules, and I greatly enjoyed reading the fascinating work produced in connection with various Hispanic modules.

Worthy of particular commendation (and closely linked to ML0363: Hispanic Cultures at the Margins) is the evident desire to engage students with what could be described as 'an inclusive curriculum', as students in the Department of Hispanic Studies at Cardiff are encouraged to learn about, and reflect on matters relating to topics such as marginality, disability, sexual reform, crime and punishment (ML0359, ML0058 and ML0059), equality and diversity, and so forth. In my view, these opportunities not only inform the students on pressing topics in the Hispanic world, but also enable them to gain transferable skills and extend their thinking more broadly. This will evidently help the students of Hispanic Studies in terms of their future development, as well as in their preparations for the employment market. Once again, it was evident to me that staff in Hispanic Studies are dedicated to their students' needs and futures, and keen to enhance their students' employability skills.

**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)
<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?	Y		
9.4	Were the nature, spread and level of the questions appropriate?	Y		
9.5	Were suitable arrangements made to consider your comments?	Y		
<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?	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		
<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?			NA
<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?			NA
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](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