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Guidance notes are available to support the completion of this Report via the Cardiff University Intranet [here](#) and from ExternalExaminers@cardiff.ac.uk.

	For completion by External Examiner:		
Name of External Examiner:	Dr Uwe Baumann		
Home Institution / Employer of External Examiner:	Faculty of Wellbeing, Education and Language Studies, The Open University		
Programme and / or Modules Covered by this Report	Certificate of Higher Education, Languages (Centre for Lifelong Learning)		
Academic Year / Period Covered by this Report:	17/18	Date of Report:	24 July 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 structure is coherent and logical, it offers a variety of languages, including those that are less widely taught, at a variety of levels. It is referenced to the relevant European standards for achievement in language study, the Common European Framework of Reference, where appropriate, and languages, such as Arabic or Chinese, are also appropriately bench marked. It is pleasing to hear that the programme is recruiting well and also achieves its outreach mission, enabling members of the local communities to engage in language learning of a considerable number of modern foreign languages. I would like to commend the Centre for its outreach work in language learning and teaching.

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

This lifelong learning programme for adult learners entirely reaches the academic standards in other HEIs, such as my own institution. In some cases at the higher levels, there are examples of exceeding expected standards. There were a few minor issues due to staffing changes. I am entirely satisfied that these issues were dealt with in a professional way.

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

Assessment and the process of assessment are relevant and appropriate for this type of programme. It can be quite challenging to ensure comparability between different levels and languages, therefore it is good to see that appropriate processes are in place to make sure that there is comparability (between languages that can be compared). I am pleased to see proper moderation in place as to provide comparability between groups and individuals and ensure that the assessment marking is fair to the students. I have previously commented on the variability of feedback provided. I understand that the annual feedback form is for many students not the first point of reference, they receive feedback on each assignment (of which I could see several examples). Nevertheless, I would like to see more than just a breakdown of numbers and skills in the feedback form. There are great examples of feedback in some languages (German and interpreting) but there is also room for improvement in others. I found that the feedback on the Chinese courses that I sampled was often not adequate in its use of English, it contained grammatical and idiomatic errors. I think it would be useful to provide some staff development for those tutors in need of support so that students as clients receive error-free feedback. There is also variety in terms of the levels of retention. For example, Greek has a very high retention rate, compared with all the other languages in the programme. It would be interesting to find out why the retention here is so unusually high and whether lessons could be learnt and applied to the other languages. The moderation feedback in Spanish was commendable, clear, constructive and supportive.

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

5. Year-on-Year Comments

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

I have made the comment about variable feedback previously and I have made it again in the clear understanding that there are limits of what can be achieved in terms of conformity when such a large programme with 1200 participants is run with so many part-time tutors. I am very pleased to see that the programme is moving towards electronic feedback forms.

I would suggest that the team discusses its policy on given feedback in the target language again.

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)
As previously mentioned, the moderation report for Spanish was exemplary. I want to repeat what I have said before that I find the overall dedication and professionalism of the staff working in the design and delivery of the language programme at the Centre highly commendable. There is a great emphasis on supporting the students' learning. I would like to thank [REDACTED] and [REDACTED] for their support and making my experience as external examiner a very pleasant one.

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

This is a stable and sound programme that has not suffered from significant changes in standards and programme developments. Recommendations have been implemented in general, although the development of an electronic recording system

was slow. The level of monitoring and ensuring as much consistency of standards across a wide range of European and non-European languages is always a challenge – a challenge that is fully met by the Centre for Lifelong Learning but one that needs regular attention.

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?			
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