

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 Jon Hughes		
Home Institution / Employer of External Examiner:	Royal Holloway, University of London		
Programme and / or Modules Covered by this Report	German		
Academic Year / Period Covered by this Report:	2018-19	Date of Report:	9/7/19

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 structure of the German programme at Cardiff is appropriate. It offers both beginners and advanced language pathways, with students making a clear and systematic progression through to final year and achieving the highest standards in German language. The availability of business language is to be commended. I was impressed with the range of assessment tasks set, including translation as an element of language learning. Encouraging final-year dissertations to be written in the target language is very good practice.

The content modules offer students a very good range of cultural and historical topics, approaches, themes, and media/genres, reflecting the characteristic strengths and interests of colleagues in the Department. Specialised courses in the final year, with historical, thematic, and theoretical themes, produced some excellent work. It was pleasing to see innovative methods being used, such as the use of photographic essays, posters and reviews in ML7362.

I find it unusual that the majority of ML students in the second year take the same 30 credit content module (ML7282). This is an excellent, stimulating course in itself, covering a lot of ground from a variety of perspectives. But it does mean that students are not able to choose to specialise, and that certain periods, themes,

authors etc are not touched on in the first 2 years. I appreciate that a lot of thought has gone into this structure and that it represents an effective use of resources. I would encourage the School to keep it under review and take into account any feedback from students.

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

The standards are entirely comparable. The work I reviewed was, generally, of an impressively high standard, with large numbers of merited first-class marks being awarded.

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

Generally I am entirely satisfied with the assessment process, and feel students are being challenged, an appropriate range of marks is being produced, and that the full range of marks is being used by markers.

The marking and moderation process seems to be robust, although I noted some minor inconsistencies in practice – some moderators are offering more detailed comments than others, and in one or two cases it seemed that marks had been adjusted after moderation without the full batch being moderated, which I understand would be normal practice. However, the marking is overall entirely fair.

Feedback provided to students is clear and very helpful. I note that electronic marking is not being used consistently, as is not the norm at my own institution (and at others). I would encourage the School to consider moving in this direction, which not only allows moderators and externals full access to feedback but is, generally, appreciated by students.

I noted that feedback to students is being written on examination scripts. This being the case I would encourage the School to put in place a mechanism that allows more students to benefit from this feedback (as I understand that few do at present).

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](#).]

This was my first year in the role.

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)

I was very happy with all aspects and felt I had all the information and work needed to gain a detailed overview of the German section. I much prefer to spend a full day engaging with the work on site, rather than receive it gradually through the year.

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

- Use of innovative assessment tasks: Posters; photographic essays; reviews (ML7362); business plan for a fictional startup (ML7283)
- Allowing/encouraging dissertations in the target language

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?	Y		
9.2	Were you asked to comment on any changes to the assessment of the Programme?		N	
Commenting on draft examination question papers				
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		
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?			NA
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?		N	
9.21	If so, were you made aware of the procedures and conventions for the award of Joint Honours degrees?			NA
9.22	Was the Composite Examining Board conducted according to its rules?			NA

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