



## EXTERNAL EXAMINER ANNUAL REPORT FORM

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	For completion by External Examiner:		
Name of External Examiner:	Mererid Hopwood		
Home Institution / Employer of External Examiner:	Prifysgol Cymru, Y Drindod Dewi Sant		
Programme and / or Subjects Covered by this Report:	Certificate and Diploma of Higher Education (Languages)		
Academic Year / Period Covered by this Report:	2012/2013	Date of Report:	21.7.2013

For completion by External Examiner in the spaces provided. Please extend spaces where necessary. **Please note this Form will be published online.**

### 1. Programme Structure

Good. This year again, the learning outcomes stated have been reached. This suggests a structure that is solid in its standards and yet flexible enough in its mode of delivery as to be able to reach students from a wide range of academic backgrounds.

The programme offers clear development paths with a broad range of courses from the 'ab initio' language modules to those that go beyond teaching language, and discuss a variety of stimulating topics where near fluency in the foreign language is achieved.

A variety of methods of teaching and learning are employed in order to accommodate the needs of as many students as possible and enable as many as possible to perform to the best of their ability.

The programme offers a grading structure that enables students to match course standards to the approved European CEFR levels.

## **2. Academic Standards**

Good. Syllabus content in many modules fully 'up to date'. As in previous years, I should note that I do not currently teach a similar programme at another institution. However, this year again, I saw a range of scripts that, at the higher levels, demonstrated excellent standards not only in terms of language competence but also in terms of the students' grasp of the cultural context of each language.

## **3. The Assessment Process**

In the sample provided for me, I saw examples of good practice in terms of marking and feedback for students. It would be good to disseminate the best examples to all tutors. On many courses, tutors offer comments that are constructive and insightful. On some modules, electronic programmes are put to good use as they enable tutors to cross out errors and insert corrections with explanations in a very clear way.

The variety of assessment methods (oral, aural, written, course work, homework, supervised tests etc.) is to be commended, as it offers students a fair opportunity to demonstrate strengths, and tests a wide range of skills.

Clear marking schemes enable tutors to maintain standards across programmes and facilitate comparison, they also make it possible for tutors to award points for imagination and creativity as well as grammar and vocabulary etc.

## **4. Year-on-Year Comments**

I was glad to see examples of student feedback forms this year, and it was encouraging to find such appreciation of tutor guidance and course organisation. It is fair to say that comments such as 'The course exceeded my expectations – thank you' was fairly typical. Well done!

The practice of using moderators from other departments within the University to supervise schemes for each language helps control quality, as is the custom of holding separate examination boards for the more popular language courses.

Some moderators have raised the same points in consecutive years, and though these do not seem to constitute matters of undue concern in terms of overall quality of the courses in question, it would be good to see them resolved soon.

In terms of the academic content and the assessment process, standards remain high.

## **5. Preparation / Induction Activity (for new External Examiners only)**

N/A

## **6. Noteworthy Practice and Enhancement**

Programme co-ordinators are to be commended for their continued drive to develop provision each year. This year saw the Centre offering a new language (Swedish), opportunities for further qualifications (e.g. Goethe Institut) and new models of

studying (e.g. daytime courses) as well as a new blend of credit distribution - with 20 credits 'traditional' course and 10 credits dedicated to 'oral and aural' only.

## **7. Appointment Overview (for retiring External Examiners only)**

I should like to thank staff at the Centre for their welcome and cooperation over the past four years. It has been a pleasure to see the team persevere to maintain standards and develop provision. My successor will no doubt watch with interest as the University develops its strategy for language learning, and will be keen to see how the experience and expertise of the LEARN languages team and those of the European Languages team complement each other over the coming year, to provide Cardiff students with important and valuable opportunities.

## 8. 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>				
8.1	Did you receive sufficient information about the Programme and its contents, learning outcomes and assessments?	Y		
8.2	Were you asked to comment on any changes to the assessment of the Programme?			N/A
<b>Draft Examination Question Papers</b>				
8.3	Were you asked to approve all examination papers contributing to the final award?			N/A
8.4	Were the nature, spread and level of the questions appropriate?	Y		
8.5	Were suitable arrangements made to consider your comments?	Y		
<b>Marking Examination Scripts</b>				
8.6	Did you receive a sufficient number of scripts to be able to assess whether the internal marking and classifications were appropriate and consistent?	Y		
8.7	Was the general standard and consistency of marking appropriate?	Y		
8.8	Were the scripts marked in such a way as to enable you to see the reasons for the award of given marks?	Y		
8.9	Were you satisfied with the standard and consistency of marking applied by the internal examiners?	Y		
8.10	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>				
8.11	Was the choice of subjects for coursework and / or practical assessments appropriate?	Y		
8.12	Were you afforded access to an appropriate sample of coursework and / or practical assessments?	Y		
8.13	Was the method and general standard of assessment appropriate?	Y		
8.14	Is sufficient feedback provided to students on their assessed work?	Y		
<b>Clinical Examinations (if applicable)</b>				
8.15	Were satisfactory arrangements made for the conduct of clinical assessments?			N/A
<b>Sampling of Work</b>				
8.16	Were you afforded sufficient time to consider samples of assessed work?	Y		
<b>Examining Board Meeting</b>				

		<b>Yes (Y)</b>	<b>No (N)</b>	<b>N/A (N/A)</b>
8.17	Were you able to attend the Examining Board meeting?	Y		
8.18	Was the Examining Board conducted properly, in accordance with established procedures and to your satisfaction?	Y		
8.19	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>				
8.20	Did you attend a Composite Examining Board, i.e. one convened to consider the award of Joint Honours degrees?			<b>N/A</b>
8.21	If so, were you made aware of the procedures and conventions for the award of Joint Honours degrees?			<b>N/A</b>
8.22	Was the Composite Examining Board conducted according to its rules?			<b>N/A</b>

Please return this Report, preferably in a Microsoft Word format, by email to:

[ExternalExaminers@cf.ac.uk](mailto:ExternalExaminers@cf.ac.uk)

Your fee and expenses claim form and receipts, should be sent electronically to the above email address or in hard copy to:

Clive Brown, Registry Officer, Registry & Academic Services, Cardiff University,  
McKenzie House, 30-36 Newport Road, Cardiff, CF24 0DE