

The University of Leeds

EXTERNAL EXAMINER'S REPORT

ACADEMIC YEAR: 2012– 2013

Part A: General Information

Subject area and awards being examined

Faculty / School of:	Modern Languages and Cultures
Subject(s):	<i>East Asian Studies</i>
Programme(s) / Module(s):	Chinese (all aspects)
Awards (e.g. BA/BSc/MSc etc):	BA/MA

Completed report

The completed report should be attached to an e-mail and sent as soon as possible, and no later than six weeks after the relevant meeting of the Board of Examiners, to exexadmin@leeds.ac.uk.

Alternatively you can post your report to: **Head of Academic Quality and Standards**
Academic Quality and Standards Team
Room 12:81, EC Stoner Building
The University of Leeds, Leeds LS2 9JT

Part B: Comments for the Institution on the Examination Process and Standards

Matters for Urgent Attention

If there are any areas which you think require urgent attention before the programme is offered again please note them in this box

N/A

Only applicable in first year of appointment

Were you provided with copies of previous relevant External Examiners' reports and the response of the School to these?

N/A

For Examiners completing their term of appointment

Please comment on your experience of the programme(s) over the period of your appointment, remarking in particular on changes from year to year and the progressive development and enhancement of the learning and teaching provision, on standards achieved, on marking and assessment and the procedures of the School

N/A

Standards

1. Please indicate the extent to which the programme Aims and Intended Learning Outcomes (ILOs) were commensurate with the level of the award

- *The appropriateness of the Intended Learning Outcomes for the programme(s)/modules and of the structure and content of the programme(s);*
- *The extent to which standards are appropriate for the award or award element under consideration.*

Fine

2. Did the Aims and ILOs meet the expectations of the national subject benchmark (where relevant)?

- *The comparability of the programme(s) with similar programme(s) at other institutions and against national benchmarks and the Framework for Higher Education Qualifications.*

Standard of the language teaching is very high

3. Please comment on the assessment methods and the appropriateness of these to the ILOs

- *The design and structure of the assessment methods, and the arrangements for the marking of modules and the classification of awards;*
- *The quality of teaching, learning and assessment methods that may be indicated by student performance.*

Fine

4. Were students given adequate opportunity to demonstrate their achievement of the Aims and ILOs?

- *The academic standards demonstrated by the students and, where possible, their performance in relation to students on comparable courses;*
- *The strengths and weaknesses of the students as a cohort.*

Yes

5. For Examiners responsible for programmes that include clinical practice components, please comment on the learning and assessment of practice components of the curriculum

N/A

6. Please comment on the nature and effectiveness of enhancements to the programme(s) and modules since the previous year

It would be particularly helpful if you could also identify areas of good practice which are worthy of wider dissemination.

Some concerns about the marking scale 20-90 were raised last year vis a vis language teaching; these have been addressed by adopting the 0-100 scale for individual components of basic language.

7. Please comment on the influence of research on the curriculum and learning and teaching

This may include examples of curriculum design informed by current research in the subject; practice informed by research; students undertaking research.

Both second and final year modules are well informed by the staff's research.

For Examiners involved in mentoring arrangements

8. If you have acted as a mentor to a new External Examiner or have received mentor support please comment here on the arrangements

N/A

The Examination/Assessment Process

9. The University and its Schools provide guidance for External Examiners as to their roles, powers and responsibilities. Please indicate whether this material was sufficient for you to act effectively as an External Examiner.

- *Whether External Examiners have sufficient access to the material needed to make the required judgements and whether they are encouraged to request additional information.*

Yes

10. Did you receive appropriate documentation relating to the programmes and/or parts of programmes for which you have responsibility, e.g. programme specifications or module handbooks, marking criteria?

- *The coherence of the policies and procedures relating to External Examiners and whether they match the explicit roles they are asked to perform.*

Yes

11. Were you provided with all draft examination papers/assessments? Was the nature and level of the questions appropriate? If not, were suitable arrangements made to consider your comments?

Yes. I only made one very minor suggestion to a paper, which was happily adopted by the convenor.

12. Was sufficient assessed / examined work made available to enable you to have confidence in your evaluation of the standard of student work? Were the scripts clearly marked/annotated?

Yes. Marking was clear, and staff should be commended for generally excellent and detailed feedback on work.

13. Was the choice of subjects for dissertations appropriate? Was the method and standard of assessment appropriate?

I was concerned that one student doing single honours in Chinese Studies was allowed to write a dissertation that had nothing to do with China, overseas Chinese, or Chinese-language materials. I raised this issue at the meeting and asked that guidelines should be provided for the appropriate choice of dissertation topic.

14. Were the administrative arrangements satisfactory for the whole process, including the operation of the Board of Examiners? Were you able to attend the meeting? Were you satisfied with the recommendations of the Board?

Yes. Board meeting was very well conducted in a clear manner. In particular, the support staff have done an excellent job in ensuring that all paperwork is properly prepared, and the meeting therefore could go smoothly.

15. Were appropriate procedures in place to give due consideration to mitigating circumstances and medical evidence?

Full consideration was given.

Other comments

Please use this box if you wish to make any further comments not covered elsewhere on the form

No further comments. In general a high level of expertise and professional conduct by all staff.

School of Modern Languages and Cultures

FACULTY OF ARTS



UNIVERSITY OF LEEDS

22 October 2013

Dear

Response to External Examiner's Report, 2012-2013

Many thanks for your Examiner's Report for the academic year 2012-2013. I am delighted that you are happy with the standards we are achieving at Leeds, and that we have been able to address the problems relating to the 20-90 scale that concerned us all last year.

I note your concern about the choice of dissertation topic, and will discuss this further with staff to ensure clarity on the sort of subjects, including the use of language materials, that students should be advised on as they develop their dissertations.

It only remains for me to thank you, on behalf of all colleagues in East Asian Studies, for your continued input as external. We have benefitted in particular from your very thoughtful and constructive comments at the exam board, and we look forward to working with you again over the coming year.

With very best wishes,

School of Modern Languages and Cultures
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