

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:	School of Modern Languages and Cultures
Subject(s):	Italian
Programme(s) / Module(s):	FLTU
Awards (e.g. BA/BSc/MSc etc):	

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

.According to me, no urgent attention is required in any areas before the programme is offered again.

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

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.*

The structure and the content of the programmes were very appropriate to the Intended Learning Outcomes. The standards were very appropriate for the award element under consideration.

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.*

Yes. The programmes are comparable to similar programmes at other institutions of which I have experience and also against national benchmarks and the Framework for Higher Education Qualifications.

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.*

The assessment methods used were excellent and absolutely appropriate to the ILOs. Formative and summative assessments were well balanced and students are required to develop and demonstrate a large number of skills. Marking was consistent, fair and appropriate in all modules. The overall standards of the students' performance were extremely good and amply demonstrated the high quality and organization of the language teaching. I found good examples of effective practice in teaching and assessment especially in portfolios in which students were allowed to explore many ways of using and/reflecting upon the language.

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.*

As last year, I was pleased with the good standard of written and oral work on the whole and sometimes very good across the levels. Speaking tasks were very interesting and original. I was also pleased with the coursework and I enjoyed going through the portfolios. The tasks showed a great deal of creativity allowed to students and the activities were designed in a way that would enhance the students' learning experience. The vast majority of students achieved a very high level in the language and they were definitely given adequate opportunity to demonstrate their achievement of the Aims and ILOs. In general, there was a good spread of marks with a good average in groups across the levels.

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.

A great amount of work has been put into the designing of programmes and papers, providing a content as rich in authentic material as possible. Particularly impressive was the design of the FLTU Pilot and the detailed guidelines for independent tasks provided to students. A brief discussion about the pilot module was carried out during the meeting. I found the programme well thought out and I believe it helps students to acquire a good language competence in all four skills. In addition, in my view, through the programme, students are able to acquire a number of transferable skills and above all they have opportunities to become good independent learners able to reflect on their language needs and making plans to further their learning and make progress. In fact, in looking at the samples of the work provided, I was pleased to notice the quality of the students' reflection and the students' commitment to their learning as demonstrated by the effort that the vast majority of students put into their portfolios.

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.

N/A

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.*

I was provided with exhaustive documentation regarding my role, powers and responsibilities. I was encouraged to request additional information if needed.

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.*

The documentation I received relating to the programmes for which I have responsibility was appropriate, very detailed and exhaustive. This included the External Examiner Handbook, Assessment Handbook, FLTU Pilot Handbook, Student Handbook, Tutor Handbook and Portfolio Guidance.

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?

I was provided with all draft examination papers. The exams were nicely structured, the nature of the questions was appropriate and reflected the topics as reported in the Scheme of Work; also the level of difficulty reflected the relative levels of the Common European Framework.

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?

All the assessed and examined work was made available and I was able to read a large sample of work which enabled me to evaluate the standard of the students' work properly. All scripts and materials were marked thoroughly and consistently with clear, detailed comments and feedback. For each of the samples I received a detailed profile of the candidate's performance, which allowed me to follow the assessment process of single candidates.

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

N/A

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?

The administrative arrangements and the operation of the Board of Examiners were excellent. I was able to attend the meeting which was conducted scrupulously and I was satisfied with the recommendations given.

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

Yes.

Other comments

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

I would like to thank <> and <> for their continuous assistance and for answering my queries swiftly and efficiently. I would also like to thank the administrative staff for their kindness, promptness and efficiency. They provided me with very exhaustive documentation which facilitated my duty. Everything worked smoothly and my overall reactions have been once more, very positive.



**Response to External Examiner's report
 FLTU Italian modules 2012-13**

We very much appreciate feedback on the FLTU Italian modules and thank for the time and care has taken in examining the various aspects of the modules and for feedback throughout the year.

Plan of action:

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Feedback	Action	Who	Timeframe
We welcome the feedback that the modules are well organised, well structured and appropriate to the ILOs and that the standards are appropriate	To maintain this		2013-14
We are pleased that the assessment methods are "excellent" and confirmed as appropriate. Also that there are good examples of effective practice in teaching and assessment.	To maintain this		2013-14
It is gratifying for the marking to be acknowledged as thorough and consistent	To maintain this		2013-14
We appreciate that the external examiner has a range of assessments to sample on the day of visit to Leeds. We will send samples of work in advance to ease the pressure.	Next year we will send samples of the speaking exam to ahead of visit		2013-14

FLTU, Director
 8.7.13