

The University of Leeds

EXTERNAL EXAMINER'S REPORT

ACADEMIC YEAR: 2011– 2012

Part A: General Information**Subject area and awards being examined**

Faculty / School of:	School of Modern Languages and Cultures
Subject(s):	<i>Japanese</i>
Programme(s) / Module(s):	FLTU Japanese elective modules
Awards (e.g. BA/BSc/MSc etc):	Undergraduate degree

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

I see no issues on the exam process.

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?

No.

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

NA.

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.*

All elements were appropriate.

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.*

They are a high standard compared with similar programmes at other universities.

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 modules have only one internal marker and the 2nd marker needs to mark at least sample scripts to maintain fairness in marking. I was informed that they had the 2nd marker until last year but not this year.
The quality of teaching, learning and assessment methods is all very impressive.

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.*

The students' performance is relatively high which I presume is due to the instructor's efforts.
They are relatively good in all aspects. However, it would be good if the students are provided with some listening materials for self-study to enhance their listening and quick response skills.

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

NA.

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.

NA. This is my first year.

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.

NA.

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

NA.

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?

I received all draft exam papers well in advance and I had a chance to communicate with the convener. The level of the questions was appropriate.

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.

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

NA.

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?

All the administrative arrangements were very efficient and satisfactory.

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

NA.

Response to External Examiner's report FLTU Japanese modules 2011-12

We very much appreciate <<>> feedback on the FLTU Japanese modules and thank <> for the time and care <> has taken in examining the various aspects of the modules. <<>> is the first external examiner to be appointed for FLTU Japanese modules and this explains why no previous reports are available.

Plan of action:

(<<>> - <>, <<>> - <>)

Feedback	Action	Who	Timeframe
We welcome the feedback that the Aims & ILOs are of "a high standard"	To maintain this high standard	<<>>	
With having only 1 tutor of Japanese, it is challenging to arrange internal moderation. We welcome <> observation that a sample of student work needs to be second marked in order to demonstrate fairness.	We will once again seek to involve colleague in EAS for their assistance with this important part of our quality assurance.	<<>>	Sept 2012
We are very pleased that the quality of the teaching, learning and assessment is felt to be "very impressive"	To maintain this high standard	<<>>	
It is pleasing to see the link made between the tutor's hard work and the relatively high student performance	To maintain this	<<>>	
To make more listening material available for self-study	To develop this over the summer	<<>>	July-Sept 2012

<<>>
FLTU, Director
26.7.12