

## 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):	<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](mailto: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 examination process or standards.

**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?*

NA.

**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 are 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.*

All elements are appropriate. It is good that there is a 2<sup>nd</sup> marker now.

**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 generally demonstrate high performance. Some students look extremely tense when their presentation is video recorded for assessment. It would be good if they have more opportunities to practise presentations videoed in class.

**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.*

The portfolio is effectively used to enhance the students' learning as well as communication between the students and a tutor.

**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.*

Is it difficult to scrutinise all the marked sample examinations during the visit within a given time. It would be helpful if I could receive some samples, i.e. speaking exams, via VLE prior to my visit. It would also be helpful if a representative sample is indicated.

**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.

**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 2012-13**

We very much appreciate \_\_\_\_\_ feedback on the FLTU Japanese modules once again and thank \_\_\_\_\_ for the time and care \_\_\_\_\_ has taken in examining the various aspects of the modules.

**Plan of action:**

<b>Feedback</b>	<b>Action</b>	<b>Who</b>	<b>Timeframe</b>
We appreciate confirmation that the learning outcomes are a high standard compared to that of similar programmes at other institutions.	To maintain this	.	2013-14
It is pleasing to have conformation that the assessment methods are appropriate and that the students generally demonstrate a high level of performance.	To maintain this; students to be given opportunities to practise giving presentations which are recorded so that they look less tense when presentations are recorded for assessment purposes	.	2013-14
We appreciate that the external has a range of assessments to sample on the day of _____ visit to Leeds. We will send representative samples of work in advance to ease the pressure.	Next year we will send samples of the speaking exam to the external ahead of _____ visit	.	2013-14

FLTU, Director  
22.7.13