

The University of Leeds
EXTERNAL EXAMINER'S REPORT
ACADEMIC YEAR: 2014– 2015

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

Faculty / School of:	School of Languages, Cultures and Societies/ Language Centre
Subject(s):	Spanish Language Modules
Programme(s) / Module(s):	FLTU1800; FLTU1802; FLTU1803; FLTU1805; FLTU1808; FLTU1813; FLTU1820; FLTU1823; FLTU1833; FLTU1843
Awards (e.g. BA/BSc/MSc etc):	Spanish electives

Name and home Institution / affiliation of Examiner**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 Quality Assurance**
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

In the last five years, I have witnessed in my role of external examiner various important changes, all of which I believe have had a positive impact on the programme.

I have seen the move from Language Centre to Languages for All which shows Leeds dynamic response to the educational environment. I liked the emphasis reflected in the new name. When I started as an external examiner, the Centre was already strengthening the connections between the different languages on offer, and at the same time, it was also actively seeking relationships with the Spanish department. This spirit of collaboration has most recently translated in practical activities such as the teaching and learning seminars which provide discussion and development opportunities for all the languages staff. If Leeds continues fostering this relationship, it could become a model of good practice for other Higher Education institutions.

The programme of study has been carefully adapted annually responding to students' needs and changes in the educational landscape. During this period, the Spanish team has gone through a review of the curriculum in order to adjust the progression between levels and make it overall a more coherent study experience. This review had also an impact on the assessment strategy which has reduced and modified the requirements, achieving a more balanced student workload and an improved set of tasks. Another welcomed innovation was the introduction of the VLE which has offered students a virtual home for each of their modules where they can have access to module information at any time. Tutors as well as students have been progressively making a good use of this environment for module materials and communication. Finally a practice that has worked very well has been the introduction of two tutors for the interactive speaking exams. This method has various advantages including the sharing of roles (one acting as assessor and the other looking after the interaction.)

The administrative arrangements have always been superb. Notes from examiners' meetings, relevant module documentation as well as responses to my reports have always been delivered promptly. From the few changes introduced during these years, for me, the most effective ones have been the organisation of the assessment samples prior to the Board of examiners, and this last year, the Languages for All Board of Examiners for a group of languages rather than just Spanish modules. I feel this wider

arrangement is not only more effective in terms of time, but most importantly, given that the Languages for All programme aspires at harmonising pedagogical approaches in language education, it gives a great opportunity to discuss common issues across languages.

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.*

Aims and ILOs of these language modules are appropriate as stated in previous reports.

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.

(Please see 2013/14 report).

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.*

Overall, the assessment methods are appropriate and correspond to the set ILOs. However, I would like to suggest three minor points for discussion among the different language teams:

The project instructions provided to the students in levels 2 and 3 could be more closely matched with the marking criteria.

The portfolio tasks could be revised to improve on the quality of the instructions, the relevance of the pieces of evidence requested, and the marking template. For instance, the development of learning activities might not be the most suitable way to all for demonstrating reading comprehension. In addition, the feedback provided for the portfolios by the tutors could be more substantial and be shared with the students.

It will be advisable to revise all references to native speakers in the handbooks with the view to remove them as appropriate. For instance, in the grading criteria for the speaking exam, the descriptor for accuracy refers to "Grammatical accuracy is such that a native speaker would understand without difficulty" This could be rephrased as "Grammatical accuracy is such that the speaker could be understood without difficulty". The reason for this suggestion comes from intercultural research that has advised to focus on the aim of communication with a range of speakers. In fact, in our global world, communication happens very frequently using a lingua franca were natives are not involved, therefore the reference does not necessarily apply.

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, as it was the case in previous years.

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.

No major changes have taken place in the Spanish modules in the past year. Minor enhancements have been: the clarification of the portfolio instructions, and the availability of examples of good portfolios to all students.

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.

The project and portfolio work in the curriculum reflect important research recommendations in the field of languages. However there is room for innovation in the design of the assessment tasks in particular with a fuller use of the new technologies, applications and tools. From the digital world new linguistic genres and communicative ways have also emerged, and these could be creatively incorporated into the languages curriculum. For instance, students could be asked to write blog posts, emails, forum responses, online reviews, etc. as part of their learning and assessment activities.

8. Where the programme forms part of an Integrated PhD, please comment on the appropriateness of the programme as training for a PhD

N/A

For Examiners involved in mentoring arrangements

9. 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

10. 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 received the External Examiners handbook for 2014/15, an agenda for the Board of Examiners and minutes of the previous Board well in advance. I also received a response to my annual report for 2013/14.

However, access to the VLE has remained a challenge. This was due to a number of factors: out of date password, undefined responsibility for providing access (technical, administrative or academic?), and lack of obvious pathways from the university's portal into the module VLEs.

11. 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.

(See previous reports on this)

12. 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.

(See previous reports on this)

13. 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.

(See previous reports on this)

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

N/A

15. 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.

(See previous reports on this)

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

Yes. These were considered before the meeting of the Board and communicated at the end of it.

Other comments

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

The Languages for All programme offers a wide range of languages to all students and this is something the university should be proud of. It is evident that students appreciate the added value of studying a language for their degree and hence their interest in registering in the language modules year after year. Their achievements are a sign of the quality of what this programme is offering.

Finally, I would like to suggest some general enhancement activities for the Languages for All programme:

- Improve access to VLE for external examiners. Ideally, the VLE could be set to support the exchange of exam drafts and access to student samples prior to the Board of examiners.
- Ensure the use of a variety of formative and summative assessment tasks are offered throughout the programme.
- Discuss and standardise understanding of the assessment bands with the aim to ensure use of the lower and higher assessment grades.

- Consolidate the new model of Board of Examiners where languages are grouped rather than examined in isolation.
- Strengthen the connections with the language modules in the Spanish department.

At Leeds you have a unique programme that I hope you will continue developing. All the best in the years to come. I have learnt a great amount examining for you. I am really grateful to have had this opportunity.

Languages for All

School of Languages, Cultures & Societies

**UNIVERSITY OF LEEDS**

17 July 2015

Dear

Re: Response to External Examiner's Report 2014-15

Thank you very much for your report on the Languages for All Spanish modules. We very much appreciate your feedback and comments. We are pleased to know that you are satisfied with the modules overall. We particularly welcome your positive comments on:

- The positive impact of various changes over the last 5 years, most notably in Spanish related to the coherence across the language levels of the curriculum and the improved model of assessment
- Our practice of having two examiners in the final speaking exam
- The availability of sample assessments prior to your visit
- The success of having one Board of Examiners' meeting covering all the languages

In response to the suggestions in your report, I would like to outline how we plan to address them:

External Examiner's comment	Response
3. The project instructions provided to students in the levels 2 and 3 could be more closely matched with the marking criteria.	These will be revised for the 2015-16.
3. The portfolio tasks could be revised to improve on the quality of the instructions, the relevance of the pieces of evidence requested, and the marking template. In addition the feedback provided for the portfolios by the tutors could be more substantial and be shared with the students.	The instructions, the evidence requested (particularly regarding the reading tasks) and the marking template are being reviewed for 2015-16. The tutors will be asked to provide more substantial feedback next year, starting with examples of good practice from the other languages. We will ensure an opportunity for students to receive feedback. The difficulty has been the short gap between portfolio submission and the speaking exams for one- semester only modules so this needs to be reviewed.
3. It will be advisable to revise all references to native speakers in the handbooks with the view to remove them as appropriate.	This will be undertaken when the Assessment Handbooks are revised for 2015-16.
7. However there is room for innovation in the design of the assessment tasks in particular with a fuller use of the new technologies, application and tools.	We are exploring how to make greater use of technology and develop students' digital skills by building this into the assessment. In 2015-16 we will be trialling a student-led speaking assessment which will involve students using a variety of tools.
10. However access to the VLE has remained a challenge	We are sorry to hear that this has been the case. We will consult the VLE team on how to ensure better access, clear pathways and improved instructions.



<p>Other comments:</p> <ol style="list-style-type: none">1. Ensure the use of a variety of formative and summative assessments tasks2. Discuss and standardise understanding of the assessment bands with the aim to ensure use of the lower and higher assessment grades3. Consolidate the new model of Board of Examiners where language are grouped rather than examined in isolation.4. Strengthen the connections with the language modules in the Spanish department.	<ol style="list-style-type: none">1. The model of assessment is being reviewed with changes planned for approval in January 2016.2. This will be addressed in 2015-16 through staff training and standardisation to ensure that the full band is used.3. Having one Board of Examiners' meeting covering all the languages was a great success and we will continue with this practice.4. The physical move for the LfA team to the Michael Sadler Building will ensure closer proximity with colleagues in SPLAS and is part of continued efforts to achieve closer integration with the School.
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Can I take this opportunity to formally thank you very much for working closely with us as our External Examiner for Spanish for the last five years. We have benefited greatly from your knowledge and expertise. You have always shown great commitment to the role, providing detailed feedback on draft assessments, looking at (and listening to) samples of students' work in advance of your visit to Leeds and ensuring an opportunity to discuss various aspects with [redacted] and [redacted]. We greatly appreciate your constructive feedback and the developments which have been made over as we continually strive to improve the LfA Spanish modules.

With our best wishes,

Director, *Languages for All*

The University of Leeds

EXTERNAL EXAMINER'S REPORT

ACADEMIC YEAR: 2014– 2015

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

Faculty / School of:	School of Languages, Cultures & Societies
Subject(s):	Italian
Programme(s) / Module(s):	Languages for All
Awards (e.g. BA/BSc/MSc etc):	

Name and home Institution / affiliation of Examiner**Completed report**

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Room 12:81, EC Stoner Building
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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 think that the programme is very good as it is and there are no issues to report. According to me, the modules are very successful.

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

My experience of the programmes over my four years of appointment has been extremely positive. I have enjoyed carrying out this role because it has given me chance to see the excellent quality and organization of the language teaching. Year after year I have found the tutors' commitment to their work and to their students' learning really impressive. The introduction in the last 3-4 years of the project for levels 2 & 3 has been successful as well as the changes applied to the different modules in written and oral tasks.

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.*

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 definitely appropriate to the ILOs. Formative and summative assessments were well balanced and students were required to develop and demonstrate a large number of skills. Great emphasis was given to students' reflection on their learning needs which, in my opinion, is a very good way to help students gaining a high awareness about their abilities and plan ways to enhance their learning. Marking was consistent, fair and appropriate in all modules. The overall standards of the students' performance were impressive and, a large number of students have performed well and have achieved an excellent standard in the language with a very high level of accuracy. Some of the student's portfolios I have seen were simply outstanding and most students have shown great enthusiasm and commitment to their learning. The excellent results achieved by the students, amply demonstrated the high quality of the language teaching. The feedback tutors provided to students shows their great dedication to their work and the amount of detail, in their feedback, to students about how to improve was exemplary. I can, therefore, state that I found very 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 in the previous years, 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. As to the Lower-Intermediate module, I still found interesting the combination of listening and speaking requiring students to hold a discussion on a topic to which they had to listen prior to the oral exam. During the exam the listening stimulus was nicely exploited and this, together with the conversation that followed, has given students a good opportunity to demonstrate what they were able to produce on the spot. Some variety was evident also in the speaking tasks of the Beginners and Elementary modules combining a guided role-play, a short presentation prepared prior to the oral exam and a conversation in which students could demonstrate their achievement of the Aims and ILOs. I was also pleased with the coursework and I enjoyed going through the portfolios, in which students could demonstrate their language skills. 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 core tasks in class were very well structured with the content reflecting topics studied throughout the year and with a level of difficulty adequate in relation to the Common European Framework. Also, in this part of the assessment, students are tested on a variety of topics and, therefore, they were definitely given adequate opportunity to demonstrate their achievement of the Aims and ILOs. The vast majority of students achieved a very high level in the language and, 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. In addition, great effort has been put into the detailed guidelines for independent tasks provided to students. Also, I found very nice the topic chosen for the listening stimulus to which students had to listen prior to the oral exam and prepare themselves to hold a discussion on the topic dealt with in the listened stimulus. I found the programme well thought out and varied in the assessment method and I believe it helps students to acquire a good language competence in all four skills. Finally, 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

8. Where the programme forms part of an Integrated PhD, please comment on the appropriateness of the programme as training for a PhD

N/A

For Examiners involved in mentoring arrangements

9. 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

10. 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.

11. 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, Student Handbook, Tutor Handbook and Portfolio Guidance.

12. 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.

13. 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 to me. I was given access to the VLE and all the assessed and examined materials were uploaded well in advance of the Board of Examiners Meeting. This has given me the opportunity to read and to listen to a very large sample of written and oral work which enabled me to evaluate the standard of the students' work thoroughly. All scripts and materials were marked properly 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.

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

N/A

15. 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.

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

Yes. Mitigating circumstances were taken into consideration.

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 <> for giving me the opportunity to carry out my role as External Examiner for four years. I also would like to thank <> for <> continuous assistance, for answering my queries swiftly and efficiently and for uploading all the assessed and examined materials on the VLE well in advance of the meeting, thus giving me chance to look thoroughly at higher samples of the students' work. I would also like to thank the administrative staff for their kindness, promptness and efficiency. They provided me, well on time, with very exhaustive documentation which facilitated my duty. Everything worked smoothly and my overall reactions have been once more, very positive. Finally, I would like to congratulate all involved for the high quality of the modules and assessment system and for the competence and dedication of the tutors.

Languages for All

School of Languages, Cultures & Societies



UNIVERSITY OF LEEDS

17 July 2015

Dear

Re: Response to External Examiner's Report 2014-15

Thank you very much for your report on the Languages for All Italian modules. We very much appreciate your feedback and comments.

We are pleased to know that you are satisfied with modules overall. We welcome your positive comments on:

- The assessment methods, the opportunities for formative and summative assessment and the variety of assessment methods and the opportunity for students to be creative in the portfolio
- The “high quality of the teaching”, the “exemplary” feedback on how they can improve, the students’ commitment to their learning and their performance
- The successful introduction of a listening stimulus as part of the speaking exam
- The evidence of the transferable skills developed through the modules

Can I take this opportunity to formally thank you very much for working closely with us as our External Examiner for Italian. You have always shown great commitment to the role, providing feedback on draft assessments, looking at (and listening to) samples of students’ work in advance of your visit to Leeds and ensuring an opportunity to discuss various aspects with . We greatly appreciate your constructive feedback and the contributions you have made over the last four years as we continually strive to improve the LfA Italian modules.

With our very best wishes for your retirement in the summer of 2016,

Director, *Languages for All*

The University of Leeds

EXTERNAL EXAMINER'S REPORT

ACADEMIC YEAR: 2014– 2015

Part A: General Information

Subject area and awards being examined

Faculty / School of:	School of Languages, Cultures and Societies
Subject(s):	<i>Chinese</i>
Programme(s) / Module(s):	Languages for all
Awards (e.g. BA/BSc/MSc etc):	

Name and home Institution / affiliation of Examiner

Completed report

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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

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?

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



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.*

The ILOs are appropriate for the programme and of the structure and content.
The standards 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.*

Yes.
The programme is comparable to similar programmes.

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 are designed appropriately. Assessments were conducted appropriately and the marking was clear and fair.
As indicated by students performance the teaching and learning is of good quality and high standard.

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. And the range of marks show that assessments can appropriately distinguish students performance.

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

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.

Internal moderation has always been effective, as well as self reflection of the teaching team. My comments in the previous years have always been acted upon fairly quickly.

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.

8. **Where the programme forms part of an Integrated PhD, please comment on the appropriateness of the programme as training for a PhD**

For Examiners involved in mentoring arrangements

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

The Examination/Assessment Process

10. 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, sufficient.

11. 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.

12. 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 and the questions are very good.

13. 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. The admin team has been excellent.

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

N/a

15. 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?

Extremely helpful. I'm very sorry for not being able to attend the meeting due to my personal reasons but the admin arrangements have made great efforts to help me carry out my duties.

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

Other comments

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

Languages for All

School of Languages, Cultures & Societies



UNIVERSITY OF LEEDS

29 September 2015

Dear

Re: Response to External Examiner's Report 2014-15

Thank you very much for your report on the Languages for All Mandarin modules. We appreciate your feedback and comments. We were sorry that you were unable to attend the Board of Examiners' meeting.

We are pleased to know that you are satisfied with the modules overall and we welcome your confirmation that the programme is comparable to similar programmes, that the assessment is designed appropriately and that the marking was clear and fair.

I would like to take this opportunity to formally thank you for acting as our External Examiner for Mandarin for the last three years. We have appreciated your feedback as we continue to improve the LfA Mandarin modules.

With our best wishes,

Director, *Languages for All*

The University of Leeds

EXTERNAL EXAMINER'S REPORT

ACADEMIC YEAR: 2014– 2015

Part A: General Information

Subject area and awards being examined

Faculty / School of:	School of Languages, Cultures and Societies
Subject(s):	<i>Japanese</i>
Programme(s) / Module(s):	FLTU Japanese elective modules: FLTU1022 (Intensive Beginner) and FLTU1021 (Elementary)
Awards (e.g. BA/BSc/MSc etc):	Elective modules for undergraduate

Name and home Institution / affiliation of Examiner

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 Quality Assurance**
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

No urgent matters to pay attention to.

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

It was my great pleasure to work as an External Examiner for such a well-organised and successful unit. The administrative arrangements have always been very efficient and attentive. The module tutor has always been passionate and continues to develop new strategies.

In my first year (2011-12), the module did not have a 2nd marker, which was rectified immediately after mentioned in the report. Since then, I have made several suggestions, which were all immediately acted on and adopted appropriately.

All the external board meetings were held on the same date this year which enhanced productivity and opportunity to exchange ideas.

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.*

The standard of the programme is high 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 module tutor's enthusiasm and effectiveness has always been impressive as I have mentioned above.
- 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 well. I felt that marks for reading task were higher than other component, but it was encouraging for students as this task takes place in the early stage of the module.
- 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.

Please see above.
- 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.
- 8. Where the programme forms part of an Integrated PhD, please comment on the appropriateness of the programme as training for a PhD**

NA.

For Examiners involved in mentoring arrangements

- 9. 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

- 10. 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.

All the material was accessible.

- 11. 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.

- 12. 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.

- 13. 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.

- 14. Was the choice of subjects for dissertations appropriate? Was the method and standard of assessment appropriate?**

NA.

- 15. 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 to all questions.

- 16. 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.



29 September 2015

Dear

Re: Response to External Examiner's Report 2014-15

Thank you very much for your report on the Languages for All Japanese modules. We very much appreciate your feedback and comments.

We are pleased to know that you are satisfied with the modules overall and that you think the standard of the programme is high compared with similar programmes at other universities. We particularly welcome your positive comments on:

- Our practice of having two examiners in the speaking exam
- The success of having one Board of Examiners' meeting covering all the languages
- The tutor's enthusiasm, passion and effectiveness

May I take this opportunity to formally thank you very much for working closely with us as our External Examiner for Japanese for the last four years. We have benefited greatly from your knowledge and expertise. You have always shown great commitment to the role, providing feedback on draft assessments, looking at (and listening to) samples of students' work and ensuring an opportunity to discuss various aspects with . We greatly appreciate your constructive feedback and the developments which have been made over as we continually strive to improve the LfA Japanese modules.

With our best wishes,

Director, *Languages for All*

The University of Leeds

EXTERNAL EXAMINER'S REPORT

ACADEMIC YEAR: 2014– 2015

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

Faculty / School of:	School of Languages, Cultures and Societies
Subject(s):	<i>German FLTU Language Programme modules</i>
Programme(s) / Module(s):	1402, 1403, 1413, 1420, 1423, 1433, 1443 Languages for All programme
Awards (e.g. BA/BSc/MSc etc):	

Name and home Institution / affiliation of Examiner**Completed report**

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Alternatively you can post your report to: **Head of Quality Assurance**
Room 12:81, EC Stoner Building
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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

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?

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

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.*

The intended learning outcomes of the modules in question and their structure and content are appropriate for the awards given.

- 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.*

The standard of student performance are comparable with the standards of similar modules in those HE institutions where I have worked as an external examiner or as a lecturer.

- 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.*

As in the previous year I am particularly impressed by the portfolio assessment as it allows the students to show what they have learned during the semester / year. This year, there was a bunching of the marks in the upper bands and in the 2.2 band, so I would suggest making full use of the banding available for a wider spread of marks.

- 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 are given every opportunity to demonstrate their linguistic skills, and the standards demonstrated by the students are comparable to those of their peers at similar institutions.

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

- 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.

I was pleased to see that some of my suggestions were worked into the assessments.

- 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.

- 8. Where the programme forms part of an Integrated PhD, please comment on the appropriateness of the programme as training for a PhD**

For Examiners involved in mentoring arrangements

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

The Examination/Assessment Process

10. 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, there was sufficient materials provided to me.

11. 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, I was given access to all the relevant documentation. As last year, thanks are due to the LfA admin team who do a great job in liaising with the EEs.

12. 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 was given access to draft assessments where appropriate.

13. 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, the amount of work made available was sufficient.

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

Methods and standards of the assessments across the skills were entirely appropriate.

15. 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. I was very pleased to see that this year we had a board where all EEs were present, rather than individual subject boards.

16. 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 commend the LfA programme on having two examiners present during the oral exams. It is excellent practice, and also vital to ensure consistency in marking.
I would further recommend using the whole marks range from 0-100 in order to fully distinguish between candidates in the top bands as well those in the bottom bands

Languages for All

School of Languages, Cultures & Societies

**UNIVERSITY OF LEEDS**

17 July 2015

Dear

Re: Response to External Examiner's Report 2014-15

Thank you very much for your report on the Languages for All German modules. We very much appreciate your feedback and comments. It was very pleasing to see that your recommendation of having one Board of Examiners' meeting covering all the languages was a great success and we will continue with this practice.

We are pleased to know that you are satisfied with the modules overall. We particularly welcome your positive comments on:

- The standards, the assessment methods and in particular the portfolio
- Our practice of having two examiners in the final speaking exam

In response to the suggestions in your report, I would like to outline how we plan to address them:

External Examiner's comment	Response
3. This year, there was a bunching of the marks in the upper bands and in the 2.2 band, so I would suggest making full use of the banding available for a wider spread of marks.	This will be addressed in 2015-16 through staff training and standardisation to ensure that the full band is used.
Other comments: I would further recommend using the whole marks range from 0-100 in order to fully distinguish between candidates in the top bands as well as those in the bottom bands.	Current practice in the Faculty of Arts is to use the 20-90 scale but I understand that this is being reviewed. I will keep an eye on developments.

Thank you again for your constructive feedback and input into these modules.

Best wishes,