

The University of Leeds
EXTERNAL EXAMINER'S REPORT
 ACADEMIC YEAR: 2015– 2016

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

Faculty / School of:	School of Language, Cultures and Societies
Subject(s):	
Programme(s) / Module(s):	BA Thai, Thai language
Awards (e.g. BA/BSc/MSc etc):	BA

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

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.*

Yes, the ILOs were commensurate with the level of the award.

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, they did.

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.*

They are appropriate. As a matter of fact, in my experience they are one of the most detailed assessment methods for language exams, and they allow candidates to demonstrate their strength and weakness in language skills. The assessment was well designed to check all skills involved in language learning; i.e. listening, speaking, reading and writing.

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, see my comments in response 3, above.
The achievements of the 2015-16 cohort of students' varied in relation to their language 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**

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 really appreciate the detailed assessment methods which aim to check candidates' every aspect of language skills. My only reservation is for a question regarding the theory and method of translation, which comes up every year. I personally would test students' skills for this by translating texts rather than summing up theories.

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.

Communications between the School and external examiners could improve in relation to what the examiners are expected to do. For example, it would be helpful if a reminder regarding the written report was sent out when the exam papers are delivered.

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 did.

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?

Yes

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?

No, I was not able to attend the meeting because I had other work commitments which clashed with it. I was satisfied with the recommendations of the Board.

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

n/a

Other comments

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



UNIVERSITY OF LEEDS

22 November 2016

Dear

Response to External Examiner's Report, 2015-2016

Many thanks for your Examiner's Report for the academic year 2015-16. Please find below my formal response to the points you have raised in your report.

I am glad that you have found both our Thai modules and the assessment procedures deployed in them to be of consistently high standard. I am also delighted with the positive comments you have offered about our Thai Studies programme in general.

Your report only raises one substantive issue – regarding the nature of communications between the School and external examiners. I take your point that we could be more explicit in explaining what the examiners are expected to do – and will convey this point to colleagues involved in this process.

It only remains for me to thank you very much for your input to our programmes and for your very helpful contributions during the course of the year. Our programmes benefit enormously from input such as yours.

With very best wishes,