

The University of Leeds
EXTERNAL EXAMINER'S REPORT

ACADEMIC YEAR: 2017-18

QAT Received 26/07/2018

Part A: General Information

Subject area and awards being examined

Title and Name of Examiner:

Faculty / School of:

Languages for All- School of Modern Languages and Cultures

Subject(s):

Italian

Programme(s) / Module(s):

FLTU 1601-1602-1603-1605-1609-1613-1623-1626-

Awards (e.g. BA/BSc/MSc etc):

Italian elective modules

Part B: Comments for the Institution on the Examination Process and Standards

Points of innovation and/or good practice

Please highlight areas of innovation or good practice within the programmes or processes you have been involved with in this box.

During this Academic Year I was very pleased to see an extended use of authentic texts in the Italian exam, particularly in the reading sections of the exams and I was particularly pleased by the new VLE and by the high quality of the handouts and of all the information that have been uploaded for each course, above all in relation to the assessment requirements for each module, which are very clearly presented. There is evidence of excellent support material for all students which is very easy to access and navigate; I am sure this provides a very helpful point of reference for all students who take Italian modules, particularly in relation to assessment.

Enhancements made from the previous year

Please highlight any enhancements made to the programme(s) or processes over the past year in this box.

As stated above, I was very pleased to see an extended use of authentic material both in the exam papers and in the handouts on the VLE and I was extremely pleased to see that my comments from previous Academic Year have been taken into consideration above all in relation to marking and to providing clear feedback on the exam papers.

The sample of exams I moderated across all courses gives evidence of a very thorough work by the Italian Team in relation to marking and to feedback. I can see that all items discussed in the previous two years of work together, have been taken on board and acted upon with excellent results. The marking criteria applied in the marking for each cohort of students are very clear and the moderation between the two examiners is very clearly reported.

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

For Examiners in the first year of appointment

1.	Were you provided with an External Examiner Handbook?	Y / N
2.	Were you provided with copies of previous External Examiners' reports and the School's responses to these?	Y / N
3.	Were you provided with a External Examiner Mentor?	Y / N

For Examiners completing their term of appointment

4.	Have you observed improvements in the programme(s) over the period of your appointment?	Y / N
5.	Has the school responded to comments and recommendations you have made?	Y / N
6.	Where recommendations have not been implemented, did the school provide clear reasons for this?	Y / N
7.	Have you acted as an External Examiner Mentor?	Y / N

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

8.	Is the overall programme structure coherent and appropriate for the level of study?	Y / N
9.	Does the programme structure allow the programme aims and intended learning outcomes to be met?	Y / N
10.	Are the programme aims and intended learning outcomes commensurate with the level of award?	Y / N
11.	Did the Aims and ILOs meet the expectations of the national subject benchmark (where relevant)?	Y / N
12.	Is the programme(s) comparable with similar programmes at other institutions?	Y / N

Please use this box to explain your overall impression of the programme structure, design, aims and intended learning outcomes.

As in previous years, I am very impressed by the high standards of course delivery and of assessment practices, taking in consideration the fact the Italian Team is a very small team. I am very pleased to have witnessed an expansion of the Italian Team from one teacher only to two teachers and I can confidently say that this addition had a very positive impact on the overall attainments of the Italian provision, above all in relation to assessment and feedback patterns. I am pleased to see this pattern confirmed for the forthcoming academic year and I hope the new addition to the Italian Team will become a permanent structure in order to assure a positive and supportive collaboration among colleagues and an excellent teaching and assessment provision.

13.	Is the influence of research on the curriculum and learning and teaching clear?	Y / N
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Please explain how this is/could be achieved (examples might include: curriculum design informed by current research in the subject; practice informed by research; students undertaking research)

The Department is taking part in some research-related activities and in the organization of some conferences and training events and the impact this participation has on staff motivating and personal and professional development is outstanding. The application of scholarship contribution to staff development activates and to workload patterns is an overall positive implementation that has taken place within the department and I wish this could be used as an example to other similar departments in UK.

14.	Does the programme form part of an Integrated PhD?	Y / N
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Please comment on the appropriateness of the programme as training for a PhD:

15.	Does the programme include clinical practice components?	Y / N
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<i>Please comment on the learning and assessment of practice components of the curriculum here:</i>		
16.	Is the programme accredited by a Professional or Statutory Regulatory Body (PSRB)?	Y / N
<i>Please comment on the value of, and the programme's ability to meet, PSRB requirements here:</i>		

Assessment and Feedback

17.	Does the programme design clearly align intended learning outcomes with assessment?	Y / N
<i>Please comment on the assessment methods and the appropriateness of these to the ILOs, in particular: 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.</i>		
<p>The design and structure of assessment practices, methods and of marking, feedback and moderation between two markers is in line with course descriptors and with practices in other institutions providing similar language programmes. Students' performance is overall very good with evidence of a range of marks in different categories and with an overall high success rate in all courses.</p>		
18.	Is the design and structure of the assessment methods appropriate to the level of award?	Y / N
19.	Were students given adequate opportunity to demonstrate their achievement of the programme aims and intended learning outcomes?	Y / N
<i>Please comment on 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:</i>		
<p>Students' performance has been excellent, particularly in relation to the completion of the e-portfolio which are an example of very good practice geared towards assessment for learning rather than assessment of learning. The overall performance in exam related activities is very good, giving evidence of very clear information given throughout the year and of excellent teaching provision.</p>		
<i>Please use this box to provide any additional comments you would like to make in relation to assessment and feedback:</i>		
<p><i>As stated, in previous paragraphs, I am particularly pleased by the evidence of a very thorough second marking in all pieces of assessment and of a very good moderation between markers which is very accessible to external examiners and to students in between the marking and the feedback provided to students.</i></p>		

The Progression and Awards Process

20.	Were you provided with guidance relating to the External Examiner's role, powers and responsibilities in the examination process?	Y / N
21.	Was the progression and award guidance provided sufficient for you to act effectively as an External Examiner?	Y / N
22.	Did you receive appropriate programme documentation for your area(s) of responsibility?	Y / N
23.	Did you receive appropriate module documentation for your area(s) of responsibility?	Y / N
24.	Did you receive full details of marking criteria applicable to your area(s) of responsibility?	Y / N
25.	Were you provided with all draft examination papers/assessments?	Y / N
26.	Was the nature and level of the assessment questions appropriate?	Y / N

27.	Were suitable arrangements made to consider your comments on assessment questions?	Y / N
28.	Was sufficient assessed work made available to enable you to have confidence in your evaluation of the standard of student work?	Y / N
29.	Were the examination scripts clearly marked/annotated?	Y / N
30.	Was the choice of subjects for final year projects and/or dissertations appropriate?	Y / N
31.	Was the method and standard of assessment appropriate for the final year projects and/or dissertations?	Y / N
32.	Were the administrative arrangements satisfactory for the whole process, including the operation of the Progression and Awards Board?	Y / N
33.	Were you able to attend the Progression and Awards Board meeting?	Y / N
34.	Were you satisfied with the recommendations of the Progression and Awards Board?	Y / N
35.	Were you satisfied with the way decisions from the School Special Circumstances meeting were communicated to the Progression and Awards Board?	Y / N
<p><i>Please use this box to provide any additional comments you would like to make on the questions above:</i></p> <p>I was not able to attend the Exam Board meeting due to personal circumstances and I would like to apologize for my absence.</p>		

Other comments

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

I would like to congratulate on the high achievements of the Italian Team during this academic Year, particularly in relation to assessment and feedback practices.

Name of School and Head of School (or nominee)

Title and Name of Examiner:

Subject(s):

Italian

Programme(s) / Module(s):

FLTU 1601, 1602, 1603, 1605, 1609, 1613, 1623, 1626

Awards (e.g. BA/BSc/MSc etc):

Title and Name of Responder:

Position*:

Director of Languages for All

Faculty / School of:

AHC/LCS

Address for communication:

School of Languages, Cultures and Societies
Michael Sadler Building
LS2 9JT

Email:

Telephone:

*If the individual responding to the report is not the Head of School please state their position within the School.

Completing the School response

The completed School response (including the full original report) should be attached to an e-mail and sent to the Pro-Dean for Student Education in the relevant Faculty. Following approval by the Pro-Dean for Student Education, the School must send the response (including the full original report) directly to the External Examiner. A copy must also be emailed to the Quality Assurance Team at qat@leeds.ac.uk. External Examiners should receive a formal response no later than six weeks after receipt of the original report.

Response to Points of innovation and/or good practice

We are very pleased with the External Examiner's comments on the use of authentic texts in the Italian exam. We are also very pleased to read that the external examiner found 'evidence of excellent support material for all students which is very easy to access and navigate'.

Response to Enhancements made from the previous year

It is pleasing to read that the External Examiner is satisfied with the changes we made this year, following last year's feedback.

Response to Matters for Urgent Attention

If any areas have been identified for urgent attention before the programme is offered again please provide a specific response to them here:

N/A

Response to questions 1-7 (and related comments)

Schools may provide a general response; however, where Examiners raise specific points these must be addressed individually:

N/A

Standards**Response to questions 8 to 16 (and related comments)**

Schools may provide a general response; however, where Examiners raise specific points these must be addressed individually:

We are very pleased indeed to see that the external examiner was very impressed by the high standards of course delivery and assessment practices.

Assessment and Feedback

Response to questions 17 to 19 (and related comments)

Schools may provide a general response; however, where Examiners raise specific points these must be addressed individually:

It is very encouraging to note the External Examiner's positive comments on our second marking and moderation.

The Progression and Awards Process

Response to questions 20-35 (and related comments)

Schools may provide a general response; however, where Examiners raise specific points these must be addressed individually:

N/A

Other comments

Response to items included in the 'Other Comments' section of the report

We thank the External Examiner for congratulating the Team for their 'high achievement ... in relation to assessment and feedback practices'