

# The University of Leeds

## EXTERNAL EXAMINER'S REPORT

ACADEMIC YEAR: 2017-18

QAT Received 10/07/2018

### Part A: General Information

#### Subject area and awards being examined

*Title and Name of Examiner:*

*Faculty / School of:*

School of Languages, Cultures and Societies

*Subject(s):*

Mandarin Chinese

*Programme(s) / Module(s):*

All LfA Mandarin Chinese modules

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

### 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.*

Both of speaking components at the lower intermediate level are well structured and have continued the good practice from 2016/17. The pair presentation task has also facilitated students to cultivate transferable skills, for instance, team work, presentation skills, research skills etc. The materials/contents of the final speaking task are reflective to the current affairs which encourage students to be engaged in and be aware of what is happening in the target language speaking world.

#### Enhancements made from the previous year

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

Being able to access sample exam papers including portfolios and recording for speaking assessment on the VLE site in advance of the external board meeting was very helpful for external to prepare ahead of final discussion with tutor and the external board meeting.

#### 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
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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.*

The structure, content and design of module curriculum are appropriate to facilitate students to achieve ILOs set out in each module at different levels.

The Aims and ILOs of the modules at different levels are comparable to the Institution-Wide Language Programme at other UK HE institutions that I have worked for and experienced as external.

13.	Is the influence of research on the curriculum and learning and teaching clear?	Y / N N/A
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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)*

14.	Does the programme form part of an Integrated PhD?	Y / N N/A
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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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*Please comment on the learning and assessment of practice components of the curriculum here:*

16.	Is the programme accredited by a Professional or Statutory Regulatory Body (PSRB)?	Y / N
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*Please comment on the value of, and the programme's ability to meet, PSRB requirements here:*

## Assessment and Feedback

17.	Does the programme design clearly align intended learning outcomes with assessment?	Y / N
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*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.*

The curriculum design of the modules has clearly aligned ILOs with assessment. The design and structure of the assessment method are appropriate to assist students to obtain the ILOs set out in each module at different levels. The arrangements for the marking of modules and the classification of awards are executed based on the institutional benchmark (e.g. marking criteria). There is consistency across all Languages for all LfA Mandarin Chinese modules.

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

*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:*

The structure of assessments was well considered. It has provided students adequate opportunity and platform in each aspect of the target language to display their achievement of the Aims and ILOs. The overall standard of students' performance is very good with a healthy number of students achieving first class on the final module mark.

*Please use this box to provide any additional comments you would like to make in relation to assessment and feedback:*

It is pleasing to learn that the number of tasks within the portfolio project work (at Beginners and Elementary levels) in non-Roman script languages will be reduced to Reading task x 1 and Writing task x 1 from 2018/19 onwards following the close examination and lengthy discussion in 2016/17 meeting on the issues of the number of sub-tasks in the portfolio component and how it enhance students' learning of the target language..

The portfolio project work has been recognised as a pedagogically sound component and a task which also facilitate students to become autonomous learners. With a clear focus on each task within the component, students are now well supported to demonstrate their awareness and understanding of the TL in depth as well as in breadth in the portfolio component.

### 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 N/A
31.	Was the method and standard of assessment appropriate for the final year projects and/or dissertations?	Y / N N/A
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 N/A
34.	Were you satisfied with the recommendations of the Progression and Awards Board?	Y / N N/A
35.	Were you satisfied with the way decisions from the School Special Circumstances meeting were communicated to the Progression and Awards Board?	Y / N N/A
<p><i>Please use this box to provide any additional comments you would like to make on the questions above:</i></p> <p>I have attended the Board of Examiners Meeting only. Therefore, question 33, 34 and 35 are not applicable.</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 suggest that Leeds LfA may wish to look into how to make the materials on the VLE site more user-friendly. This means to name each file of exam papers, tutor feedback forms, speaking recordings/ filmings etc in a more consistent and user-friendly way e.g. by using student number. There is a huge number of documents, sample exam papers, recordings, filmings available on the VLE site, by making access to relevant documents, exam papers, forms etc easier will reduce the amount of time external spent on trying to match e.g. which tutor feedback form goes with which exam paper/ recording.

In addition, I would like to suggest that Leeds LfA could consider putting marked and annotated/ in-text commented portfolio project work samples on the VLE rather than students' submission. This would help external understand tutor's approach to marking in addition to tutor feedback form.

Thank you for Leeds' LfA's consideration about above in advance.

**Name of School and Head of School (or nominee)**

Title and Name of Examiner:

Subject(s):

Mandarin Chinese modules

Programme(s) / Module(s):

LfA Discovery modules

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:

Michael Sadler Building,  
University of Leeds, Woodhouse Lane  
Leeds 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](mailto: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 that the External Examiner has identified our speaking components at the Lower Intermediate and pair presentations to be examples of good practices.

**Response to Enhancements made from the previous year**

We are very pleased that our response to last year's External Examiner's report has facilitated the task of accessing sample exam papers on Minerva

**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 glad that the External Examiner found the structure and design of the module curriculum are appropriate.

### 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 pleasing to read that our assessment structures are appropriate, and that our marking is fair and consistent

### 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 her comments on making the materials on Minerva more accessible. We will make the changes as requested going forward. We will also make samples of the portfolio available for the Examiner on Minerva.