

## EXTERNAL EXAMINER ANNUAL REPORT FORM

Guidance notes are available to support the completion of this Report and are available at:

<https://intranet.cardiff.ac.uk/staff/teaching-and-supporting-students/exams-and-assessment/exam-boards-and-external-examiners/for-current-external-examiners/external-examiners-reports>

	For completion by External Examiner:		
Name of External Examiner:	Jason Danelly		
Home Institution / Employer of External Examiner:	Oxford Brookes University		
Programme and / or Subjects Covered by this Report	all Japanese modules on Undergraduate programmes		
Academic Year / Period Covered by this Report:	2016-17	Date of Report:	20/06/2017

For completion by External Examiner in the spaces provided. Please extend spaces where necessary. **Please note this Form will be published online and should not make any reference to any individual students or members of staff.**

### 1. Programme Structure

The Japanese language programme, which is most prominently taken as a joint BSc in Business and Japanese, is a very well-rounded programme that combines extensive language training with social science-based modules on current topics in Japanese culture and society and appropriate business modules. Structure and content of curriculum reflects the stated learning outcomes. Students are given ample opportunity to demonstrate their learning through a variety of assessed and non-assessed work, and as individuals and groups. Each semester clearly builds on the next, although there is a significant jump in ability between year 2 and 4 due to the year abroad in year 3. The emphasis is on developing critical and culturally sensitive perspectives on the world and to communicate clearly.

### 2. Academic Standards

Academic standards are in line with subject benchmarks and higher education standards for degree-awarding bodies in the UK for the study of modern languages. The Intermediate modules provide a good overview of contemporary Japan and a foundation in commonly used reading, writing, and aural Japanese. The advanced modules give opportunities for much more in-depth study.

### 3. The Assessment Process

Students are assessed with a good variety of tasks, including exams, essays, research presentations, and interviews. Intermediate-level assessments are appropriate for this level, using teaching texts that are not overwhelming. The use of detailed rubrics for assessing student written work was excellent, and was clearly helpful when it came to second marking.

The expectations for reading, writing, and aural mastery at the advanced level are high, but several students demonstrated the ability to exceed them, earning well-deserved high firsts. Most students appear to cluster in the low 2-1, 2-2 range, with very few high 2-1s. Given the student numbers, this spread does not appear problematic, but if it continues, staff may want to be more deliberate in thinking about what kind of work earns a high 2-1 (65-69).

#### **4. Year-on-Year Comments**

No External Examiner report available from previous years.

#### **5. Preparation / Induction Activity (for new External Examiners only)**

No briefing or visits prior to Exam Boards and handbooks and other programme information was accessed online. As this was my first time in this role, I felt a little under-prepared, but was still able to carry out the task and had all the materials I needed on the Examination Board day.

#### **6. Noteworthy Practice and Enhancement**

The BSc in Business and Japanese at Cardiff is one of only a handful of Japanese studies programs in the UK, and it has distinguished itself for combining intensive Japanese language studies with social science-based modules on general topics in contemporary Japan. These modules cover topics that not only compliment the language instruction from the intermediate to advanced level, but in the case of the dual taught Japanese and English combined module (5439) these finally merge completely, a bold, unique, and no doubt extremely valuable challenge for students.

The use of standard marking rubrics for intermediate level Japanese modules not only provided a very useful basis for internal examination, but a clear set of expectations for students to assess their own work and to determine areas for improvement.

The disparity in student ability in the post-year abroad is difficult to manage pedagogically and may account for some of the divergence between very advanced and lower achieving students in the fourth year. However, the balance of Japanese and English assignments seems to factor this in well and moderate this effect.

Interviews in language assessment are not uncommon, but using interviews in contemporary Japanese society strikes me as a novel and extremely useful form of assessment that is able to provide students a chance to demonstrate abilities that may not be apparent from written assignments. The interview questions were able to pull out the student's ability to critically assess a variety of topics, relate them to Japanese culture and history, and to demonstrate cultural sensitivity and nuance. Advanced Japanese language interviews were also helpful in assessing student ability to respond with the appropriate level of polite Japanese spoken language as well as conversing and responding to probes. I

can imagine that this would be excellent preparation for students preparing for job interviews for Japanese companies.

The dissertations were, on the whole, extremely well done, exploring a wide variety of topics, from Japanese Macaque crop-raiding, to mental health, to martial arts. Students who earned firsts often produced work of a calibre of research fluency and academic writing that one might expect of Masters students. Comments, even for students with lower marks, were consistently constructive and highlighted both the strengths and areas that needed improvement.

Very nice recognition of students work and attention to students by prizes with exit awards.

### **Areas for enhancement**

While some modules included lower stakes assessments before the final exam, it was not always clear what kind of formative feedback was received, and how this affected student preparation for the exams. Such opportunities for formative feedback in advance of the exam might be useful for some students.

It would be great if the videos of interviews and presentations were available to students, especially for employment purposes. Perhaps they could be improved to a quality that might provide students something for their portfolio as they search for jobs.

**7. Comments on the Examination of Master's Dissertations (External Examiners for postgraduate Master's Programmes only, see also 9.23-9.29 below)**

**8. Appointment Overview (for retiring External Examiners only)**

**9. Annual Report Checklist**

Please include appropriate comments within Sections 1-8 above for any answer of 'No'.

		Yes (Y)	No (N)	N/A (N/A)
<b>Programme/Course Information</b>				
9.1	Did you receive sufficient information about the Programme and its contents, learning outcomes and assessments?	x		
9.2	Were you asked to comment on any changes to the assessment of the Programme?	x		
<b>Draft Examination Question Papers</b>				
9.3	Were you asked to approve all examination papers contributing to the final award?	x		
9.4	Were the nature, spread and level of the questions appropriate?	x		
9.5	Were suitable arrangements made to consider your comments?	x		
<b>Marking Examination Scripts</b>				
9.6	Did you receive a sufficient number of scripts to be able to assess whether the internal marking and classifications were appropriate and consistent?	x		
9.7	Was the general standard and consistency of marking appropriate?	x		
9.8	Were the scripts marked in such a way as to enable you to see the reasons for the award of given marks?	x		
9.9	Were you satisfied with the standard and consistency of marking applied by the internal examiners?	x		
9.10	In your judgement, did you have the opportunity to examine a sufficient cross-section of candidates' work contributing to the final assessment?	x		
<b>Coursework and Practical Assessments</b>				
9.11	Was the choice of subjects for coursework and / or practical assessments appropriate?	x		
9.12	Were you afforded access to an appropriate sample of coursework and / or practical assessments?	x		
9.13	Was the method and general standard of assessment appropriate?	x		
9.14	Is sufficient feedback provided to students on their assessed work?	x		

		Yes (Y)	No (N)	N/A (N/A)
<b>Clinical Examinations (if applicable)</b>				
9.15	Were satisfactory arrangements made for the conduct of clinical assessments?			x
<b>Sampling of Work</b>				
9.16	Were you afforded sufficient time to consider samples of assessed work?	x		
<b>Examining Board Meeting</b>				
9.17	Were you able to attend the Examining Board meeting?	x		
9.18	Was the Examining Board conducted properly, in accordance with established procedures and to your satisfaction?	x		
9.19	Cardiff University recognises the productive contribution of External Examiners to the assessment process and, in particular, to the work of the Examining Board. Have you had adequate opportunities to discuss the Programme and any outstanding concerns with the Examining Board or its officers?	x		
<b>Joint Examining Board Meeting (if applicable)</b>				
9.20	Did you attend a Composite Examining Board, i.e. one convened to consider the award of Joint Honours degrees?		x	
9.21	If so, were you made aware of the procedures and conventions for the award of Joint Honours degrees?			x
9.22	Was the Composite Examining Board conducted according to its rules?			x
<b>Examination of Master's Dissertations (if applicable)</b>				
9.23	Did you receive a sufficient number of Dissertations to be able to assess whether the internal marking and classifications were appropriate and consistent?			x
9.24	Was the sample in accordance with the University's sampling guidelines (guidelines provided below)?			x
9.25	Were you satisfied with the standard and consistency of marking applied by the Internal Examiners?			x
9.26	Were you able to attend the Master's Degree (Dissertation) Stage Examining Board?			x
9.27	If so, was the Examining Board conducted properly and in accordance with established procedures?			x
9.28	Were the schemes for marking and classification correctly applied?			x
9.29	Were the standards of the awards recommended appropriate?			x

Please return this Report, preferably in a Microsoft Word format, by email to:

[ExternalExaminers@cf.ac.uk](mailto:ExternalExaminers@cf.ac.uk)

Your fee and expenses claim form and receipts, should be sent electronically to the above email address or in hard copy to:

External Examiners, Registry, Cardiff University, McKenzie House, 30-36 Newport Road, Cardiff, CF24 0DE

## **SAMPLING OF TAUGHT MASTER'S DISSERTATIONS BY EXTERNAL EXAMINERS**

External Examiners shall be expected to see prescribed numbers and ranges of Dissertations, but not to mark them, on the following basis:

At least 10% of Dissertations for a postgraduate taught Master's Programme, or a minimum of 10 (whichever is the higher figure) must be seen by the External Examiner(s). Where the total number is less than 10, all Dissertations must be seen by the External Examiner(s) #.

Dissertations seen by External Examiners should include examples from across the whole range of achievement (i.e. Pass with Distinction, Pass, Fail).

External Examiners will retain the right to see other Dissertations at random.

# Where more than one External Examiner is appointed on a Programme, at least 10% of Dissertations, or a minimum of 10 (whichever is the higher figure), should be seen collectively by the External Examiners.