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*Head of English Language and  
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Dear [REDACTED]

### **External Examiner's Report on English Language programmes and modules 2011-2**

Thank you so much for recent report on the above programmes (and the MA in Literary Linguistics), which will be discussed with colleagues more fully when we all reconvene. We are very pleased with your approval of what we do in most areas, including our procedures of assessment and feedback.

Our Academic Quality Unit has identified three topics among those you raised, which we should particularly address, and I give our responses to these below.

#### 1. Opportunity to comment on draft assessments.

Response: In recent years, we have only sent draft exam papers to externals for comment. Hitherto we have not had 2<sup>nd</sup> or Final year exams in English Language modules (we have and do in English Literature); but we will this year (Advanced Language Works A and B). We will provide the External with all assessments contributing to the final award, aiming to get them to her in draft in time for her comments where feasible.

#### 2. Clearer information about how moderation is completed - evidence on the scripts being patchy.

Response: Moderation is carried out on all assessments which are not double-marked, but individual pieces of work examined in the moderation process are not normally identified on student feedback sheets. This is to avoid student perception that their piece of work has not been moderated, since the process applies to the batch of work and thus to the marking process as a whole. Records of work examined are kept by the moderators. Moderators are asked to sign or initial each feedback sheet, to confirm their involvement, but with use of electronic copies of feedback sheets, emailed between markers and the office, unsigned/non-initialled copies may have been sent with scripts/essays to the External.

3. A less rushed forwarding of scripts for scrutiny.

Response: The Exams Officer will liaise with the External as to whether she would prefer a phased sending of work (e.g., some work in February/March, and the remainder in May/June). The timetable this year was particularly compressed by the Jubilee weekend.

You raised at least one other issue (as did another External Examiner), regarding deanonymising of marksheets for the School Exam Board, so as to make that meeting more useful and informative for tutors. We are exploring this possibility with College Quality Assurance officers, to see if this is permitted.

Thank you again for your evaluations of our programmes; we look forward to benefitting from your advice in the coming year also, with our first cohort of SH English Language students graduating in the summer of 2013.

Yours sincerely,

