Policy for delivery and assessment in languages other than English or Welsh[1]

1. Approach

The University will consider collaborative provision to be delivered/assessed in language other than English or Welsh where the following applies:

- The provision is in a strategic area (geographical or subject)
- The University is able to support the delivery (including financially) via the agreed procedures outlined in this policy

This applies to taught provision only and does not apply to postgraduate research provision, including MRes and Professional Doctorate programmes.

2. Expected level of English language competence of the collaborative partner

The University will conduct all quality assurance activities in English, therefore, the collaborative partner must have staff at an institutional, and programme level, with English language competence. This is so that it is able to engage fully with the University and meet its responsibilities for all aspects of administrative and quality assurance requirements for the management of approved programme(s), and to meet the expectations of UK higher education generally.

Collaborative partners will be expected to complete appropriate documentation for the University committees and administrative units in English. This includes validation documentation, Annual Monitoring Reports, minutes of meetings held at the collaborative partner institution etc.

The collaborative partner is expected to facilitate visits by the PTL, external examiners where required, and other University staff, by providing translation/interpreting services. However, the University may wish to engage its own translation/interpreting services.

3. Foreign language competence of University staff involved in managing the partnership

In some cases, the University may employ a bi-lingual member of administrative staff who is able to work easily in the language concerned to support the collaborative partner.

Where possible, the University will appoint a bi-lingual Partnership Team Leader (PTL) who is able to work easily in the language concerned. Where this is not possible the University may consider the appointment of an external PTL who will assist the PTL with their responsibilities, particularly in relation to moderation and staff development.

The language competency of an administrative staff member/PTL will be determined by relevant, recognised undergraduate or postgraduate qualifications in the language concerned,

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[1] For the avoidance of doubt, this policy is in the context of collaborative provision overseas and does not apply to delivery in the Welsh language or partners within the UK.

at a recognised institution. Or, if they are considered to be a native speaker of the language concerned, through citizenship of a country where it is a majority language.

The default position is that the University will appoint bi-lingual external examiners who are able to work easily in the language concerned and examine samples of work in the original language. Where this is not possible the University will either:

- Appoint a second external examiner who is able to work in the language concerned but may not have the same level of subject expertise

Or
- Provide translated materials/interpretation to external examiners.

The language competency of an external examiner will be determined by relevant, recognised undergraduate or postgraduate qualifications in the language concerned, at a recognised institution. Or, if they are considered to be a native speaker of the language concerned, through citizenship of a country where it is a majority language.

4. Translated materials

4.1 Translated materials to be provided by the University

The University will ensure that the relevant Taught award regulations and student cases information (AQH chapters 6, 7, 13) is provided in translated versions for students/delivery staff of the programmes of study. These will be provided using an external translation service.

4.2 Translated materials to be provided by the collaborative partner

The collaborative partner will ensure that essential documentation is provided in the relevant language for students/delivery staff of the programmes of study, which will be translations of the University templates, where applicable. These will include:

- Forms to be completed by students (e.g. those related to student cases) and relevant guidance documents
- Student handbook
- The Definitive Programme Document

5. Assessment

The aim of the University is to ensure that students are neither disadvantaged or advantaged in cases where work is translated, and that reliable and secure internal and external judgements can be made in respect of a student's performance.

5.1 Assessment setting

Where assignments and examination papers are prepared in a language other than English, these should be translated into English by the collaborative partner and forwarded to the PTL for internal verification. The original versions should be sent with the translations to the external examiner. Where the external examiner does not work in the language concerned, verification of the translations must be undertaken by an independent translation service, as per the process described below for student assessments.

If the external examiner, or independent translation service, identifies inaccuracies in the translation provided by the collaborative partner, a second full translation will be arranged by the University as a cost to be met by the collaborative partner.

It is vital that collaborative partners allow sufficient time in the assessment schedule for the translation of assessment material and that this is monitored by the PTL and associated administrator in the Collaborative Partnerships Team.

5.2 Assessment Word Counts

The University's Assessment Equivalence Policy describes the maximum and minimum volume of assessment at each academic level to ensures parity between different modes of assessment and was developed for submissions in English and Welsh. However, it is recognised that when the tariffs included in the policy are applied assessments in other languages, this can result in an increase or decrease of difficulty of the assessment, especially in the case for written work. Therefore to ensure parity, aassessment word counts should be adjusted to allow for equivalency with word counts in the English language, with a percentage increase or decrease to word count that may be applied so that a proportional equivalency of length is applied. The following proportions should be adopted for written assessments (e.g. essay, report) of languages approved by the University:

Language	Percentage difference of word count or duration	EXAMPLE: A 2000 words essay in English would be adjusted to:
Chinese	Increase of 40%	2800 words
Japanese	Increase of 30%	2600 words
Spanish	Increase of 25%	2500 words

5.3 Sample of student work to be translated

The collaborative partner should ensure that a representative sample (including feedback on the assessment) of at least six pieces of work is translated into English for internal moderation and verification by external examiners.

The translation of assessed work must be completed BEFORE the Initial Examining Board that takes place at the collaborative partner institution and, where required, in sufficient time to allow the external examiner to review the translated work.

At least one translated script should be sent to an independent translation service to check the accuracy of the translation against the original material. This should take place BEFORE the Initial Examining Board, and definitely BEFORE the student results are confirmed by the Progression/Award Examining Board. However, where it has not been possible to achieve the University will be responsible for arranging an approved translator to be present at the Progression/Award Examining Board.

If the independent translations service identifies an inaccuracy in the translation provided by the collaborative partner, the University will, in the first instance, increase the proportion of material to be sampled.

The University is responsible for independent translation to check the accuracy of the translated scripts, including the associated costs. However, where inaccuracies are identified

as part of this process, the costs of any remedial action, including any further translations, will be passed to the collaborative partner.

The International Affairs and Collaborative Partnerships Committee will receive an annual report (first meeting of the academic year) on the effectiveness of the processes for translation of assessment materials and assessed work.

6. Examining Boards

Initial Examining Boards held at the collaborative partner institution must be conducted in English, with translation/interpretation to the relevant language, for the benefit of the collaborative partner staff, provided by the collaborative partner where required.

Where the PTL attends a pre-board meeting, the meeting must either be conducted in English or the collaborative partner must provide translation/interpretation for the PTL.

7. Guidance for academic teams at the point of validation

When developing programme documentation for validation, the following should be taken into consideration:

- The approval and validation documentation should identify the language of delivery.
- The validation documentation should include a statement about the proficiency levels of language concerned.
- The Module descriptors should include the standard assessment volume (as per those detailed in the University's Assessment Equivalence Policy), however, the validation documentation should also note that the word counts will be adjusted, in line with the percentage difference detailed in 5.2, in the operational delivery of the modules.
- The validation documentation should state the provision of texts/learning materials in the language of delivery (reading lists).
- The programme team should consider the use of plagiarism-detection software tools for assessments in other languages.

At the point of validation, there should be an exploration of how the delivery and assessment will be managed at programme, as well as institutional, level.

8. Student cases

Forms will be provided in the relevant language by the collaborative partners and collaborative partners will be required to send a translated version of the form and the accompanying evidence to the University.

Where attendance at a Panel is required, the business of the Panel will be conducted in English, however, the collaborative partner must provide an interpreter for the benefit of the student and any collaborative partner staff.

9. Bi-lingual provision

Where a programme will also include delivery/assessment in English, modules will be classified as being delivered and assessed in *either* the relevant language or English. The delivery of modules where the assessments could be in either language or where they are taught in a mixture of languages is not permissible. Modules may be validated to run in both

the relevant language and English but the students will have to be registered for either one or the other.

Where the modules are to be taught in English there will need to be English-language resources to support the learning, collaborative partner staff delivering the modules will need to be have appropriate English language qualifications (to be approved via the validation process in the first instance).

The language of delivery of each module will be shown on the student's transcript.

10. Publicity Materials

When submitting publicity materials to the University for approval, the collaborative partner should ensure that any publicity materials produced in a language other than English, are accompanied by an English translation. The University will periodically sample the accuracy of the translation of publicity materials, by sending a sample to an independent translation service to check the accuracy of the translation against the original material.

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