

Quality Assurance of Awards Taught and Assessed in a Language other than English

1. Introduction and Context

- 1.1 An award delivered by a Collaborative Academic Partner and approved by London Metropolitan University (London Met) will usually be written, taught and assessed in English.
- 1.2 Exceptions to this may be agreed where the provision meets a business need and reflects strategic priorities, such as widening participation or internationalisation.
- 1.3 Delivery in a language other than English (the language of study) will only be approved when London Met is working with a partner that has a track-record for high quality higher education provision, which will be determined at the Institutional Approval stage of the approval process and evidence is provided showing that the benefits of the partnership are likely to substantially outweigh the risks associated with delivery in a foreign language.

2. Principles

- 2.1 The quality assurance process for awards taught in a language other than English is underpinned by key principles, namely that:
 - 2.1.1 no student shall be disadvantaged by the delivery of a course in a language other than English;
 - 2.1.2 the commitment of the University to the quality and standards of its provision shall not in any way be compromised by the delivery of a course in a language other than English;
 - 2.1.3 a strategy for delivery that involves the translation of student work into English should be avoided whenever possible;
 - 2.1.4 the School that is responsible for oversight of the delivery of the course will, for each course area to be taught in a language other than English, identify or engage a member of academic staff, who is ideally fluent both in English and in the language of study other than English;
 - 2.1.5 in the case of all documentation, other than that created by the student for the purposes of assessment, it is the English version of the documentation that is to be relied upon.

3. Approval of Courses

- 3.1 The Course Approval Panel will usually include a minimum of one external panel member fluent in the proposed language of study, who must participate at the approval event and have appropriate

- 3.2 The Course Approval Panel will appreciate that each partnership is unique and will determine the exact arrangements for the course delivery. This will include whether students will be expected to access some course documentation and other supporting information in English and the language of study or if there is a requirement for course documentation and supporting information to be translated from English to the language of study. Where students are expected to be proficient in English to access course documentation and supporting information in English, the approval panel will determine the English language entry requirements of the course to ensure all students may access all materials.
- 3.3 Where students will be accessing course documentation and supporting information in the language of study only, the Course Approval Panel must receive all course documentation and supporting information in both the language of study and in English.
- 3.4 The Approval Event will be conducted in English, although an interpreter may be used for the purposes of translation from the language of study into English.
- 3.5 The Approval Event will consider the English version of all documentation, and conditions and recommendations must be met in English with translation in the language of study, except where there is a reference to a secondary source for which the original is in the language of study.
- 3.6 Before the conditions and recommendations can be approved, the Panel must receive, as a minimum an affidavit confirming translation of course and module learning outcomes and assessments with copies of the documentation in both the language of study and in English.
- 3.7 It is the responsibility of the School Management Team meetings during the Academic Business Planning process to ensure the following arrangements are in place:
- 3.7.1 there is appropriate academic bi-lingual expertise within the School(s) in which the award is situated;
 - 3.7.2 where necessary, individuals with the required expertise in the language of study and subject expertise will be identified and employed;
 - 3.7.3 suitable external examiners fluent in both English and the language of study and who have recent experience of UK higher education will be identified and employed and that there is a sufficient pool of external examiners to enable external examining arrangements to be sustainable, to this end, it may be possible for the External Adviser to the panel to be appointed as the first tenured External Examiner;
 - 3.7.4 individuals with the necessary expertise in the language of study and subject expertise approve assessments prior to being issued to the students, and that such arrangements will not delay the issuing of such work;
 - 3.7.5 appropriate arrangements for Academic Liaison Tutor(s) (ALT) are in place by an academic employed by the University who is fluent both in English and in the language of study, or can be supported by an academic colleague who is fluent in English and the

- language of study and that that function is sustainable;
- 3.7.6 consideration has been given to arrangements to enable students to complete their studies in the language of study should any partnership arrangement underpinning delivery fail.
- 3.8 It is the responsibility of the Course Team/s to demonstrate to the satisfaction of the Course Approval Panel that the following arrangements are in place:
- 3.8.1 both teaching and assessment (including the provision of feedback) will take place in the same language as that in which the course(s) will be studied;
 - 3.8.2 effective communication between the University and non-UK staff and students will occur;
 - 3.8.3 the accuracy and quality of all documents to be translated into the language of study will be assured and how updated versions of such will be made available;
 - 3.8.4 all assessments will be approved by members of staff who are fluent in English and in the language of study prior to being issued to the students, and that such arrangements will not delay the issuing of such work;
 - 3.8.5 there are arrangements in place for all assessments to be first and second marked in line with the University's [Academic Regulations](#) and the [Collaborative Partnerships Operational Manual](#) (POM) by markers with appropriate academic expertise who are fluent both in English and in the language of study;
 - 3.8.6 where translation is used, the reliability and validity of the assessment judgments arising from the marking of translated assessments will be assured.

4. Translation

- 4.1 Where required translation of regulatory and quality assurance material must be undertaken by translators approved by the Partner and London Met and the cost will be borne by the partner institution. Account must be taken of updates and changes to policies and regulations.
- 4.2 Translation of regulatory and quality assurance materials from English into the language of study may include:
- 4.2.1 the course document documentation, including course and module specifications;
 - 4.2.2 Student Handbooks;
 - 4.2.3 London Met regulations and assessment procedures;
 - 4.2.4 all student-facing general regulations and process documents;
 - 4.2.5 External Examiner Reports, which must be written in English;
 - 4.2.6 Responses to external examiners, which must be written in English.
- 4.3 Where assessment cannot be carried out by markers who are fluent in both in English and in the language of study, the Dean / Head of School concerned may give explicit permission to allow

translation of assessed work, provided that:

- 4.3.1 the arrangement will not delay feedback to the student;
 - 4.3.2 a strategy is outlined to ensure future compliance with this quality assurance process.
- 4.4 Adequate resources must be costed at the Academic Business Case development stage to allow for the translation of all the necessary documentation to enable the School to manage the academic liaison in accordance with London Met requirements.

5. The Institutional Memorandum of Agreement (IMoA)

- 5.1 In order to support the requirements of delivery and assessment in another language, the Institutional Memorandum of Agreement will state that:
- 5.1.1 costs associated with required translation will be borne by the Partner Institution;
 - 5.1.2 all translation complies in full with the University requirements for translation. For example, where required, student work must be translated from the language of study by a professional translator whose first language is English;
 - 5.1.3 where members of University staff, who do not speak the language of study, engage with students, appropriate translation arrangements will be put in place;
 - 5.1.4 material required for London Met quality assurance and enhancement processes will be made available to both local staff and students and the relevant University School(s) and professional service departments, and that annual monitoring and periodic review may be conducted by those who speak only English;
 - 5.1.5 London Met has access to and is able to read all materials that are made available to students in the language of study, including, but not limited to, marketing material, course websites and VLEs, correspondence with student, to ensure that applicants are not being misled, as required by the UK Quality Code;
 - 5.1.6 The University shall provide transcripts and certificates which shall state:
 - "taught in association with" the partner institution
 - credits achieved
 - Language of instruction and language of assessment

6. Guidance

- 6.1 The School that is responsible for oversight of the delivery of the course will need to ensure that there is sufficient bilingual academic expertise to enable the course or courses to be taught, including the identification or engagement of a member of academic staff for each course area, who is fluent both in English and in the language of study other than English.
- 6.2 Such staff members may have sufficient specific expertise to second mark some assessed work, and have sufficient generic expertise to moderate a wider range of work.
- 6.3 Translation will not be used for moderation of assessed work unless it is agreed by the Dean of the

relevant School as it may compromise the effectiveness of feedback to students.

- 6.4 Course teams will need to ensure that there is sufficient bi-lingual expertise, either within the School or contracted for the purpose by the School, to support the delivery of the course.