Non-UK Students Officer Report

07/02/2015

According to the exam regulation, there is no language dictionary allow in the exam, I have heard a lot of international students complain about this issue. Language barriers influence the module grade directly; because students may have prefect knowledge but lose the marks due to don’t understand the questions. I have talk to a few tutors about this issue; they said university does not allow dictionary is because try to avoid cheating. However, it is so unfair to have this decision, because this is a hint of discrimination about trust for all international students. Also International students could lose the benefits during the exam due to the language barriers compare with home students.

However, cheating is a possibility behavior with all students during the exam, I can understand the point of the bringing a personal dictionary. To avoid cheating, I suggest university could provide some free dictionaries during the exam, this could helps students to understand the questions.

There is an example with one of the exam regulation, please only read the part of **Instructions to Candidates**



MODULE: XXXX

MODULE CODES: BUSMXXXX and BUSMXXXX

DATE AND TIME: w/c X January 2015

TIME ALLOWED: 2 hours

READING TIME: 10 minutes

EXAMINER: XXX

MODERATOR: XXXX

**Instructions to Registry and Invigilators:**

Students require a copy of this question paper and **TWO** answers booklets.

No other materials are required

**Instructions to Candidates:**

As well as the normal writing implements, candidates may bring the following materials into the exam room:

* lecture notes, Seminar notes and materials
* textbooks

Candidates may bring into the exam room any materials they deem necessary, **except**:

* language dictionaries (see University Assessment Policy, section 8, available online at <http://www.worc.ac.uk/aqu/documents/AssessmentPolicy.pdf>)
* any device that enables or facilitates communication with others outside the exam room

In addition, the following criteria will be applied to assess students’ answers:

• Accuracy of the answers to the multiple choice examination questions

• Depth and appropriateness of the responses to the scenario-based learning examination questions

• Clarity and coherency of application of leadership theories to the set questions

• Logic of questioning approaches to consider a variety of different viewpoints

• Critical evaluation of the salient issues (give your verdict following an examination of the evidence taken from a wide base of sources; include pros and cons, or reconciling of opposing views, summation of factors found to be important leading to your final line of argument or decisions taken)

• Extent to which answers are supported by apt references to the leadership theories under scrutiny

• Use of additional evidence-based material to support arguments presented/actions proposed