

The University of Leeds
EXTERNAL EXAMINER'S REPORT
ACADEMIC YEAR: 2010– 2011

PART A: GENERAL INFORMATION

Subject area and awards being examined:

School of: Language Centre	Subject(s): French
Programme(s) / Module(s): FLTU French Modules	awards: (e.g. BA/BSc/MSc etc.)

The completed report should be attached to an e-mail and sent as soon as possible, and no later than 6 weeks after the relevant meeting of the Board of Examiners, to exexadmin@leeds.ac.uk.

Alternatively you can post your report to:

Head of Academic Quality and Standards,
Academic Quality and Standards Team,
Room 12:81, EC Stoner Building,
The University of Leeds, Leeds LS2 9JT

PART B: COMMENTS FOR THE INSTITUTION ON THE EXAMINATION PROCESS AND STANDARDS***Matters for Urgent Attention***

If there are any areas which you think require urgent attention before the programme is offered again please note them in this box.

N/A

Only applicable in first year of appointment

Were you provided with copies of previous relevant External Examiners' reports and the response of the School to these?

N/A

For Examiners completing their term of appointment

Please comment on your experience of the programme(s) over the period of your appointment, remarking in particular on changes from year to year and the progressive development and enhancement of the learning and teaching provision, on standards achieved, on marking and assessment and the procedures of the School.

N/A

Standards

1. Please indicate the extent to which the programme aims and intended learning outcomes (ILOs) were commensurate with the level of the award?

- *The appropriateness of the intended learning outcomes for the programme(s)/modules and of the structure and content of the programme(s);*
- *The extent to which standards are appropriate for the award or award element under consideration.*

I found the content of the modules examined cohesive and coherent in relation to the intended learning outcomes and the standards of the courses appropriate. The courses' content and objectives are clearly defined and suitable for each level.

2. Did the aims and ILOs meet the expectations of the national subject benchmark (where relevant)?

- *The comparability of the programme(s) with similar programme(s) at other institutions and against national benchmarks and the Framework for Higher Education Qualifications.*

The aims and ILOs are comparable to those of other similar programmes in other institutions and students' achievements are in line with appropriate benchmark standards.

3. Please comment on the assessment methods and the appropriateness of these to the ILOs?

- *The design and structure of the assessment methods, and the arrangements for the marking of modules and the classification of awards;*
- *The quality of teaching, learning and assessment methods that may be indicated by student performance.*

The assessment methods for all the French modules examined are cohesive, coherent and in line with the ILOs. There is an appropriate balance between the various methods of assessment i.e. written papers, orals and courseworks allowing an excellent and comprehensive evaluation of students' skills and performance in the language. This is clear evidence of very good teaching practice which is reflected in the high standards achieved by candidates.

4. Were students given adequate opportunity to demonstrate their achievement of the aims and ILOs?

- *The academic standards demonstrated by the students and, where possible, their performance in relation to students on comparable courses;*
- *The strengths and weaknesses of the students as a cohort.*

As stated above, thanks to the comprehensive and varied assessment methods, the students were given plenty of opportunity to demonstrate their achievements and a progression in their performance was noticeable.

Their performance is comparable to those in other language centres.

5. For Examiners responsible for programmes that include clinical practice components, please comment on the learning and assessment of practice components of the curriculum

N/A

6. The nature and effectiveness of enhancements to the programme(s) and modules since the previous year

It would be particularly helpful if you could also identify areas of good practice which are worthy of wider dissemination.

N/A

7. The influence of research on the curriculum and learning and teaching

This may include examples of curriculum design informed by current research in the subject; practice informed by research; students undertaking research.

N/A

The Examination Process

8. **The University and its Schools provide guidance for External Examiners as to their roles, powers and responsibilities. Please indicate whether this material was sufficient for you to act effectively as an External Examiner?**

- *Whether external examiners have sufficient access to the material needed to make the required judgements and whether they are encouraged to request additional information.*

All draft examination papers were received in good time and all my requests were answered.

9. **Did you receive appropriate documentation relating to the programmes and/or parts of programmes for which you have responsibility, e.g. programme specifications or module handbooks?**

- *The coherence of the policies and procedures relating to external examiners and whether they match the explicit roles they are asked to perform.*

As last year, the language centre team provided me with all the necessary documentation to evaluate the modules.

10. **Was sufficient assessed/examination work made available to enable you to have confidence in your evaluation of the standard of student work?**

Thanks to the excellent team at the Language centre, I had very easy access to all the exam papers.

11. **Were the administrative arrangements satisfactory for the whole process, including the operation of the Board of Examiners?**

The arrangements were excellent as usual and allowed the whole process of checking papers and meeting to run very smoothly and efficiently.

12. **Were appropriate procedures in place to give due consideration to mitigating circumstances and medical evidence?**

This was demonstrated during the Board of Examiners.

For Examiners involved in Mentoring Arrangements

If you have acted as a mentor to a new external examiner or have received mentor support please comment here on the arrangements.

Other Comments

Please use this box if you wish to make any further comments not covered elsewhere on the form.

I would like to comment on the excellent work done by the French team and the administrative team putting together the drafts and organising the samples for me to scrutinize. It was extremely clear, well-organised and saved me a lot of time.

I am also very pleased to notice that the action points from last year have been implemented. The materials are up to date, the marking schemes are clearer and the quality in the presentation of answers has improved. This has greatly facilitated my task as an External examiner.



Response to External Examiner's report FLTU French modules 2010-11

We very much appreciate the feedback on the FLTU French modules and thank her for the time she has taken to examine the various aspects of the modules.

Standards

Overall it is very pleasing to receive the very positive feedback with respect to the intended learning outcomes and the assessment methods for these modules. This is very gratifying for the tutors that the external examiner has acknowledged their hard work in ensuring that high standards are met.

The Examination Process

It was pleasing to note that the efforts of the tutors and the FLTU office staff to ensure that examination drafts were forwarded as per the agreed timeline were appreciated by the External Examiner and enabled her to focus on fulfilling her role.

Action points for 2011-12

To continue to ensure that the high standards evidenced this year are maintained

Caroline Campbell
FLTU, Director
12.9.11