

## The University of Leeds

## EXTERNAL EXAMINER'S REPORT

ACADEMIC YEAR: 2011– 2012

**Part A: General Information****Subject area and awards being examined**

Faculty / School of:	Language Centre
Subject(s):	<i>French</i>
Programme(s) / Module(s):	<b>FLTU French Modules</b>
Awards (e.g. BA/BSc/MSc etc):	

**Completed report**

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

During my appointment, my comments have always been taken into accounts as well as my suggestions looked into. I am pleased to report for example that a more detailed marking scheme is now been put into place as well as a second examiner being present at the oral examination. These developments enhance the fairness in marking and examining to the benefit of students and tutors.

## 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.
- All papers and oral exams reviewed were found to be fairly marked.

### 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.*

Due to the bespoke methods of assessment, the students had ample opportunities to demonstrate their level of achievement. Some cohorts this year were did particularly well due to strong motivation and regular work as their teacher flagged out at the board meeting.

### 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. Please comment on 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.*

Please see my comment on page 3.

### 7. Please comment on 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

## For Examiners involved in mentoring arrangements

### 8. If you have acted as a mentor to a new External Examiner or have received mentor support please comment here on the arrangements

N/A

**9. 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 the material was neatly prepared for me to examine and I had access to all papers and exams I required. All staff in the language centre have been extremely helpful and I have received support from the director, teachers and administrative team. This has greatly facilitate my work as an External Examiner.

**10. 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, marking criteria?**

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

The language centre team provided me with all the necessary documentation to evaluate the modules.

**11. Were you provided with all draft examination papers/assessments? Was the nature and level of the questions appropriate? If not, were suitable arrangements made to consider your comments?**

I was provided with all draft examination papers and was able to be in contact with the exam setters who considered my comments and made the minor amendments I suggested.

**12. Was sufficient assessed / examined work made available to enable you to have confidence in your evaluation of the standard of student work? Were the scripts clearly marked/annotated?**

I had access to all exam papers and oral examination recordings. This allowed me to state with confidence that they are all fairly and clearly marked with many annotations justifying the mark.

**13. Was the choice of subjects for dissertations appropriate? Was the method and standard of assessment appropriate?**

The exam topics and methods of assessment were appropriate.

**14. Were the administrative arrangements satisfactory for the whole process, including the operation of the Board of Examiners? Were you able to attend the meeting? Were you satisfied with the recommendations of the Board?**

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

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

Yes, we thoroughly considered all mitigating circumstances and medical evidence during the Board of Examiners which was run very efficiently.

**Other comments**

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

At the end of my term of appointment, I wish to thank the Language Centre team for making my work as an External Examiner an interesting and rewarding experience as well as for taking my comments and suggestions into account.



### Response to External Examiner's report FLTU French modules 2011-12

We very much appreciate \_\_\_\_\_ feedback on the FLTU French modules and thank \_\_\_\_\_ for the time \_\_\_\_\_ has taken in examining the various aspects of the modules.

#### Plan of action:

Feedback	Action	Who	Timeframe
It is pleasing to note the assessment methods are varied, cohesive, coherent and in line with the ILOs	To maintain this high standard		2012-13
It is also pleasing for the very good teaching practice to be recognised	To maintain this high standard		2012-13
Assessments and speaking exams were found to be fairly marked	To maintain this practice		

FLTU, Director  
14.9.12