

**The University of Leeds**  
**EXTERNAL EXAMINER'S REPORT**

ACADEMIC YEAR: 2016-17

**Part A: General Information**

**Subject area and awards being examined**

Faculty / School of:	School of Languages, Cultures and Societies
Subject(s):	French
Programme(s) / Module(s):	MODL1070; MODL1100; FREN1070; FREN2060/2065; FREN2090/2095; FREN2190/2195; FREN2240/2245; FREN2010; FREN3691; FREN3730; FREN3790; FREN3800; MODL5045M
Awards (e.g. BA/BSc/MSc etc):	BA, MA

**Part B: Comments for the Institution on the Examination Process and Standards**

**Points of innovation and/or good practice**

*Please highlight areas of innovation or good practice within the programmes or processes you have been involved with in this box.*

There has been an increase in the use of the VLE. It is really useful to be able to look around the module and see the module handbook, teaching materials, marks, etc. Some colleagues have marked online. But to get a sense of marking and moderation, it is also useful to see all the marked and moderated hard copies together at the same time, and I really appreciate the openness and transparency of the way in which all the externals can scrutinise on site all of the marked and moderated work across all modules.

**Enhancements made from the previous year**

*Please highlight any enhancements made to the programme(s) or processes over the past year in this box.*

**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*

I was alarmed to hear that there are plans to turn the dissertation into a compulsory 40cp final year project. The current dissertation module is working very well. The marks are high, and many of the dissertations are excellent, reflecting the type of student currently attracted to a research-based module and permitted to do it. I think there are serious dangers in making this module compulsory:

1. Many students are not suited to working in this way and will struggle to complete. This would have very serious repercussions for a 40credit point module;
2. Many transferable skills that fall under employability are not acquired in a dissertation module: working in teams, participating in a dynamic and challenging teaching and learning environment, juggling multiple demands and deadlines;
3. Writing a 12,000 word piece does not prepare the student for academic publications: this is not the length of a journal article, book chapter, MA dissertation, or any other piece of academic writing I am familiar with in our discipline;
4. Currently, L3 modules have some assessment in French. A move to a final year project would mean that there would be no assessment in French;
5. There is currently a wonderful range of final year modules, which are clearly very well taught, epitomise research-led teaching, inspire students and enable them to excel. If the dissertation were made compulsory, this would be under threat.

**For Examiners in the first year of appointment**

1.	Were you provided with an External Examiners Handbook?	Y / N
2.	Were you provided with copies of previous relevant External Examiners' reports and the response of the School to these?	Y / N
3.	Were you provided with a External Examiner Mentor?	Y / N

**For Examiners completing their term of appointment**

4.	Have you observed improvements in the programme(s) over the period of your appointment?	Y / N
5.	Has the school responded to comments and recommendations you have made?	Y / N
6.	Where recommendations have not been implemented, did the school provide clear reasons for this?	Y / N
7.	Have you acted as a External Examiner Mentor?	Y / N

*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*

**Standards**

8.	Is the overall programme structure coherent and appropriate for the level of study?	Y / N
9.	Does the programme structure allow the programme aims and intended learning outcomes to be met?	Y / N
10.	Are the programme aims and intended learning outcomes commensurate with the level of award?	Y / N
11.	Did the Aims and ILOs meet the expectations of the national subject benchmark (where relevant)?	Y / N
12.	Is the programme(s) comparable with similar programmes at other institutions?	Y / N

*Please use this box to explain your overall impression of the programme structure, design, aims and intended learning outcomes.*

The overall provision in French is excellent, providing evidence of very high quality research-led teaching at all levels. The range of modules is exemplary, exposing students to all aspects of the discipline and enabling them to follow their developing interests as they progress through the programme. Students who are particularly suited to research-based learning are able to conduct in-depth research in an area of their choosing and write a dissertation the length of an academic journal article. This is excellent training for those students interested in continuing their studies at postgraduate level. Other final-year students are able to select from a wide range of excellent research-led modules, reflecting the expertise of colleagues in French, many of whom have well-deserved international reputations in their areas of specialism. These taught modules use a range of assessments, including work in French to assess attainment against the intended learning outcomes.

13.	Is the influence of research on the curriculum and learning and teaching clear?	Y / N
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*Please explain how this is/could be achieved (examples might include: curriculum design informed by current research in the subject; practice informed by research; students undertaking research)*

The quality and range of modules, teaching materials and assessments are only possible because of the commitment and dedication of research-active staff, many of whom are leaders in their field. Students clearly benefit from this, as can be seen in the quality of work that they produce, and in the interaction between them and the module staff, evident in the feedback sheets and exchanges on the VLE.

14.	Does the programme form part of an Integrated PhD?	Y / N
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*Please comment on the appropriateness of the programme as training for a PhD:*

15.	Does the programme include clinical practice components?	Y / N
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*Please comment on the learning and assessment of practice components of the curriculum here:*

16.	Is the programme accredited by a Professional or Statutory Regulatory Body (PSRB)?	Y / N
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*Please comment on the value of, and the programme's ability to meet, PSRB requirements here:*

**Assessment and Feedback**

17.	Does the programme design clearly align intended learning outcomes with assessment?	Y / N
<p><i>Please comment on the assessment methods and the appropriateness of these to the ILOs, in particular: 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.</i></p> <p>A range of appropriate and demanding assessment methods are used in the modules that I have looked at. They enable all students to perform to the best of their abilities, not just the most gifted. Student work is good, with outstanding performances at the top end. Modules are all carefully marked, with detailed and constructive feedback given to the students. Moderation is diligent and recorded in a transparent way.</p>		
18.	Is the design and structure of the assessment methods appropriate to the level of award?	Y / N
19.	Were students given adequate opportunity to demonstrate their achievement of the programme aims and intended learning outcomes?	Y / N
<p><i>Please comment on 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:</i></p> <p>Students on these modules compare very favourably with students on comparable courses that I have examined. The collegiate nature of the department means that any hint of a drop in quality is picked up on, discussed and resolved very quickly by the whole team, and this, along with the very high quality of teaching, keeps standards high.</p>		
<p><i>Please use this box to provide any additional comments you would like to make in relation to assessment and feedback:</i></p>		

### The Progression and Awards Process

20.	Were you provided with guidance relating to the External Examiners role, powers and responsibilities in the examination process?	Y / N
21.	Was the progression and award guidance provided sufficient for you to act effectively as an External Examiner?	Y / N
22.	Did you receive appropriate programme documentation for your area(s) of responsibility?	Y / N
23.	Did you receive appropriate module documentation for your area(s) of responsibility?	Y / N
24.	Did you receive full details of marking criteria applicable to your area(s) of responsibility?	Y / N
25.	Were you provided with all draft examination papers/assessments?	Y / N
26.	Was the nature and level of the assessment questions appropriate?	Y / N
27.	Were suitable arrangements made to consider your comments on assessment questions?	Y / N
28.	Was sufficient assessed work made available to enable you to have confidence in your evaluation of the standard of student work?	Y / N
29.	Were the examination scripts clearly marked/annotated?	Y / N
30.	Was the choice of subjects for final year projects and/or dissertations appropriate?	Y / N
31.	Was the method and standard of assessment appropriate for the final year projects and/or dissertations?	Y / N
32.	Were the administrative arrangements satisfactory for the whole process, including the operation of the Progression and Awards Board?	Y / N
33.	Were you able to attend the Progression and Awards Board meeting?	Y / N
34.	Were you satisfied with the recommendations of the Progression and Awards Board?	Y / N

35.	Were you satisfied with the way decisions from the School Special Circumstances meeting were communicated to the Progression and Awards Board?	Y / N
<p><i>Please use this box to provide any additional comments you would like to make on the questions above:</i></p> <p>Academic and administrative staff have been exemplary in their communication with me, and I have had all the information that I need in order to carry out my role. I particularly appreciate the opportunity to scrutinise any piece of work from across the whole provision on the morning of the board. This level of transparency is evidence of the confidence that the team (rightly) have in their processes. The exam board was conducted in exemplary fashion.</p>		

**Other comments**

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

I was asked to scrutinise one module in particular detail this year. FREN1070 Introduction to French Translation is a fascinating module that covers a lot of ground, has clearly engaged the students, and has enabled them to produce some very good work. All course materials are very clear. The module handbook, marking scheme and teaching materials are all excellent. The module begins with a question about student expectations, which engages them from the outset, and there is evidence that this engagement continues throughout the module. The standard of student work appears very high for first years, and this applies to the group as a whole, and not just those at the top end. The marking is detailed and consistent, with very constructive feedback.

**Name of School and Head of School (or nominee)**

Title and Name of Responder:	
Position*:	LCS Assessment Lead and Director of French respectively
Faculty / School of:	Faculty of Arts and Humanities, School of Languages Cultures and Societies
Address for communication:	University of Leeds Leeds LS2 9JT
Email:	
Telephone:	

*f the individual responding to the report is not the Head of School please state their position within the School.*

**Completing the School response**

The completed School response (including the full original report) should be attached to an e-mail and sent to the Pro-Dean for Student Education in the relevant Faculty. Following approval by the Pro-Dean for Student Education, the School must send the response (including the full original report) directly to the External Examiner. A copy must also be emailed to the Quality Assurance Team at [gat@leeds.ac.uk](mailto:gat@leeds.ac.uk). External Examiners should receive a formal response no later than six weeks after receipt of the original report.

**Response to Points of innovation and/or good practice**LCS collective response:

Programmes within the School are regarded very positively overall and are seen by our external examiners as being of high quality, with excellent teaching and student performance.

It is extremely pleasing to receive positive feedback in the area of innovation, not least because of the ongoing investment that colleagues make in this respect. The clear presence of research-led teaching is balanced with the ongoing diversity of modules we are able to offer our students. The development of the Final Year Project, commended as an enhancement, is reflected in the research methodology training offered across our subject areas. In addition, we have been commended for the rigorous approach to assessment, with clear communication to students and excellent administrative organisation. The use of different approaches to assessment to respond to the range of skills we want our students to develop is also noted with thanks.

We are grateful to our external examiners for identifying instances of innovative assessment, accompanied by clear feedback, and in particular it is pleasing to see where this has been noted as a focus of improvement for subject areas. Further good practice has been identified in our enhanced use of digital resources and of the VLE, including the introduction of online marking in some areas, ongoing discussions about Health and Safety notwithstanding.

Other areas of good practice identified included the presentation of awards to recognise outstanding academic achievements, as well as the development of key skills that link directly to employability. Praise is consistently seen in relation to high standards of teaching throughout the School, in the existence of co-taught L2 and L3 cohorts in some subject areas – a practice under discussion for wider School implementation in order to extend module choice – and in the rigour of processes overall.

Subject area individual response:

I am very pleased that \_\_\_\_\_ commented favourably on the standard of teaching, the variety of research-led modules, the student performance, and the transparency of our assessment process, particularly the opportunity to look at any piece of work from the cohort.

I am pleased that \_\_\_\_\_ noticed increased use of the VLE for general information and, where appropriate, for online marking.

I am reassured by the comments on the new module FREN1070 and have passed them onto the module leader.

### **Response to Enhancements made from the previous year**

#### LCS collective response:

Pleasingly, in response to the question about enhancements made since last year there was very reassuring evidence of subject areas having responded to examiners' previous comments. Moreover, there were many instances where there were no necessary enhancements because nothing had been deemed necessary to mention in the previous year.

#### Subject area individual response:

N/A

### **Response to Matters for Urgent Attention**

*If any areas have been identified for urgent attention before the programme is offered again please provide a specific response to them here:*

#### LCS collective response:

Only five of the School's 30 external examiners for UG programmes raised matters for urgent attention. Two of these concerns the implementation of the University policy that all students starting their degree in 2017-18 must undertake a 40-credit Final Year Project (a Final Year Project became compulsory for all students starting their degree in 2014-15). One external examiner was concerned that this would impact upon the provision of a wide range of Level 3 optional modules, restrict the development of employability skills, and that some students would not be suited to such a mode of working. Other external examiners also voiced similar concerns in relation to module choice, though not as a matter for urgent attention.

In 2016-17, LCS developed a suite of School-wide 40-credit and 20-credit FYP modules, intended to replace the separate subject-level dissertation modules in most subject areas. They include traditional dissertation and extended essay variants, both 20- and 40-credit translation projects and a 40-credit digital documentary project. These modules were piloted in German, Russian and Slavonic Studies, Arabic, Islamic and Middle Eastern Studies, and East Asian Studies. In 2017-18 they have been rolled out across all subject areas in the School. Students doing a degree in the relevant language may choose to write their FYP in French, German, Russian, Spanish or Portuguese.

Enrolment figures indicate that approximately 2/3 of students have opted for a 40-credit FYP, suggesting that students welcome the opportunity to undertake a weighty independent project. The variety of FYP formats is intended to address the fact that not all students are suited to a traditional dissertation format. For students taking the traditional dissertation variants, the peer group meetings, organised by the students themselves, and the presentation of their research at the FYP Conference, develop employability skills; the option to write in the target language in some subject areas enables students to showcase their language ability. The School is also exploring the possibility of co-teaching Level 2 and Level 3 variants of the same module, a system already practised successfully in some subject areas, in order to extend module choice more efficiently. Whilst we are grateful that external examiners have suggested grounds for caution, for the above reasons we believe that we are responding to University policy in a way that will benefit our students and will not restrict their options. We will continue to monitor the place of the FYP and module choice in our curriculum as part of the School-wide curriculum review and programme reform currently underway and due to be implemented in 2019-20. The School continues to discuss and work with the subject area to consider remaining concerns where there seems to be a discrepancy with wider School and institutional experience.

Another external examiner raised a concern relating to moderation of School FYP marks when marking is done within subject areas and the role of subject external examiners in recommending changes to FYP marks in isolation from the School-wide set of marks. We greatly appreciate the identification of such concerns during the FYP's pilot year and we are seeking advice from the Faculty Assessment and Standards Group. We will provide specific guidance to external examiners on the moderation of School FYP marks in May 2018.

The other matters for urgent attention were concerns about exam questions, assessment and August resit administration, relating to specific subject areas. Each of these issues is being addressed in the subject areas concerned.

#### Subject area individual response:

I thank \_\_\_\_\_ for comments on the detrimental influence of a potential compulsory 40-credit FYP on the student experience and will pass them on to the relevant colleagues. This appraisal supports and reinforces the view of the French section.

**Response to questions 1-7 (and related comments)**

Schools may provide a general response; however, where Examiners raise specific points these must be addressed individually:

LCS collective response:

We are extremely grateful to those external examiners who have reached the end of their term of appointment. We thank you for your support, feedback and collegiality during your tenure. We are also very grateful to those of you who acted as mentors for external examiners new to the role. More than one external examiner suggested that it would be useful to arrange meetings between externals and students. This is a valuable suggestion, and we will consider how to implement this during the externals' visits in June.

Subject area individual response:

N/A

**Standards****Response to questions 8 to 16 (and related comments)**

Schools may provide a general response; however, where Examiners raise specific points these must be addressed individually:

LCS collective response

We are delighted that our external examiners have high praise for the breadth and scope of our programmes, for the degree to which they are informed by staff research, and for the comparability of standards with national benchmarks and other institutions. Programme aims and ILOs were found to be clear, appropriate and transparent. Many external examiners also commented positively on the use of blended learning and digital resources in relation to student engagement.

Subject area individual response

Examiner's positive comments noted.

**Assessment and Feedback****Response to questions 17 to 19 (and related comments)**

Schools may provide a general response; however, where Examiners raise specific points these must be addressed individually:

LCS collective response

We are pleased that external examiners regard assessment in general highly in LCS, and that they deem it to reflect both a wide variety of methods and a robust internal marking procedure. There was explicit praise for our transparent marking and moderation processes. In light of the University's aims to 'assess less, better', some subject areas are integrating different skills within a single assessment. One external examiner has exhorted the School to weigh the benefits of multiple assessments for modules against the cost to staff time, and to review regularly the necessity of each assessment with a view to streamlining. There were specific discussions about the nature of assessment at the different levels, and the desirability of standardised approaches to assessment methods. Discussions of these issues, informed by the Leeds Expectations for Assessment and Feedback, will continue in the future alongside the programme reform currently being undertaken by the School.

A number of external examiners recommend that attention is given to the full use of the marking scale, especially at the upper end. We are grateful to external examiners for noting where practice could be improved in this respect and agree that to do so will maximise parity and facilitate a smooth move to the 0-100 marking scale in 2017-18. There was one expression of concern that the new marking scale could have an inflationary effect on overall averages, that the introduction of criteria for subdivision within 70-100 would be helpful, and that care should be taken to map student performance on to the new scale correctly. For 2017-18 staff and students have been provided with information sheets about the new scale, which includes a conversion chart and advice on the upper and lower extremes of the scale. The use of the 0-100 scale will be closely monitored throughout this transition year. One external examiner recommended the introduction of a categorical marking scheme. The current University recommendation is for Schools to identify where the use of such a marking scheme may be appropriate; LCS is therefore currently reviewing this in individual subject areas. Work on School-wide assessment criteria and grade descriptors is ongoing in the context of the programme reform.

In terms of feedback to students, we are gratified that the quality of our feedback is consistently commended. We continue to strive to find the right amount of feedback to be meaningful to students without creating a disproportionate workload for colleagues. In addition, one valuable piece of advice has been to vary the language used in feedback and avoid over-use of language that does not offer specific guidance.



Subject area individual response

N/A

## The Progression and Awards Process

### **Response to questions 20-35 (and related comments)**

*Schools may provide a general response; however, where Examiners raise specific points these must be addressed individually:*

LCS collective response:

We are very pleased that generally our exam boards and the administration associated with progression and awards are found to be transparent, fair and efficient. We are grateful to our external examiners for the vital role they play in subject exam boards, in terms of ratifying module marks and where necessary moderating them, and discussing matters of comparability of student performance at module level with national benchmarks and other UK institutions. As is known, our Classification Board is held separately from our subject exam boards that confirm module marks and is supported by two different external examiners each year. We endeavour to invite each external examiner to attend the Classification Board once during their tenure and we are always pleased to hear from examiners who would like to put themselves forward for this additional duty.

Subject area individual response:

Examiner's positive comments noted.

## Other comments

### **Response to items included in the 'Other Comments' section of the report**

LCS collective response:

In addition to their reports on our programmes, our examiners have provided valuable feedback about their own experience, particularly in relation to access to samples and materials. Following the University-wide move to online only submission of assessed coursework, many external examiners have welcomed the availability of materials on the VLE and the ability to review these remotely in advance of the visit to Leeds. Some have commented on our hybrid system of marking work submitted electronically, with some modules being marked in hard copy and others being marked using the Turnitin Feedback Studio online. The hybrid system is to avoid a prescriptive approach that would fail to take account of health and safety concerns associated with extended work on screens and keyboards; thus, whilst we cannot standardise at the level of the School or subject area, we do as far as possible ensure a single way of marking coursework for each module. We acknowledge that the first year of this system has highlighted improvements we can make in terms of access to materials, as well as the provision of links to MP4 files to make access easier and the appropriate labelling of all online files. We continue to welcome feedback from our external examiners on these processes throughout the new academic year.

We regret the difficulties concerning access to a key for the base rooms this summer and the issue was raised with Estates, who have assured us that more keys will be available for 2017-18.

Subject area individual response:

Examiner's positive comments on FREN1070 passed onto the module leader.



**The University of Leeds**  
**EXTERNAL EXAMINER'S REPORT**

ACADEMIC YEAR: 2016-17

**Part A: General Information**

**Subject area and awards being examined**

<i>Faculty / School of:</i>	Languages, Cultures and Societies
<i>Subject(s):</i>	French
<i>Programme(s) / Module(s):</i>	FREN3010; FREN1041; FREN1042; FREN2080/2085; FREN2280/2285; FREN2290/2295; FREN2320/2325; FREN3460; FREN3591; FREN3620; FREN3680; MODL5711M; MODL5761M; MODL5046M.
<i>Awards (e.g. BA/BSc/MSc etc):</i>	BA in French; MA Translation and Interpreting.

**Part B: Comments for the Institution on the Examination Process and Standards**

**Points of innovation and/or good practice**

*Please highlight areas of innovation or good practice within the programmes or processes you have been involved with in this box.*

The teaching across the French programme is clearly of a very high standard indeed, and inspires the students to do their best across the board. The narrowing of marks from first to final year demonstrates the added value for students on the programme, due to excellent tuition. Some of the essays written in the target language for the research-informed modules are incredibly impressive. I was very pleased to see the broad range of disciplines covered, and the extensive range of research-inspired modules on offer to the students in French is clearly a point of distinction and will be extremely attractive to potential applicants who prefer by and large to have a wider choice of available modules in a programme. I was concerned to hear that the dissertation module would become so heavily weighted within the programme in the coming year, and I would strongly recommend against this, since it risks alienating current students and applicants who are seeking variety and choice.

Modules such as FREN3680 (The French Novel in the Nineteenth Century) with extensive VLE materials available provide an excellent example of how online resources can enhance the student experience.

**Enhancements made from the previous year**

*Please highlight any enhancements made to the programme(s) or processes over the past year in this box.*

n/a (first year as external)

**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

**For Examiners in the first year of appointment**

1.	Were you provided with an External Examiners Handbook?	Y
2.	Were you provided with copies of previous relevant External Examiners' reports and the response of the School to these?	Y
3.	Were you provided with a External Examiner Mentor?	Y

**For Examiners completing their term of appointment**

4.	Have you observed improvements in the programme(s) over the period of your appointment?	n/a
5.	Has the school responded to comments and recommendations you have made?	Y
6.	Where recommendations have not been implemented, did the school provide clear reasons for this?	n/a
7.	Have you acted as an External Examiner Mentor?	N

*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*

This is my first year as external at Leeds. I found the marking and assessment rigorous and thorough. Internal moderation was meticulously and scrupulously carried out, with full reports provided for the externals of these processes. The administrative processes seemed to run extremely smoothly, and I was most impressed by the whole operation, and by the dedication of colleagues in French to student assessment.

## Standards

8.	Is the overall programme structure coherent and appropriate for the level of study?	Y
9.	Does the programme structure allow the programme aims and intended learning outcomes to be met?	Y
10.	Are the programme aims and intended learning outcomes commensurate with the level of award?	Y
11.	Did the Aims and ILOs meet the expectations of the national subject benchmark (where relevant)?	Y
12.	Is the programme(s) comparable with similar programmes at other institutions?	Y

*Please use this box to explain your overall impression of the programme structure, design, aims and intended learning outcomes.*

The programme structure, based on the examples that I saw, is well-thought out and balanced, with a pleasingly broad range of topics covered from the medieval to the contemporary, and across a range of disciplines including literary studies, history, politics, art history, linguistics, film and visual culture. As stated above, it is the impressive breadth that makes the programme at Leeds distinctive and attractive to prospective students. The ILOs are consistent with the level of the award, and amply meet the expectations of the subject benchmarks.

13.	Is the influence of research on the curriculum and learning and teaching clear?	Y
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*Please explain how this is/could be achieved (examples might include: curriculum design informed by current research in the subject; practice informed by research; students undertaking research)*

The excellent range of first class and upper second marks obtained by students taking research-inspired modules – especially at final year – show clear evidence of how exposure to and involvement in staff research can have extremely positive effects.

14.	Does the programme form part of an Integrated PhD?	N
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*Please comment on the appropriateness of the programme as training for a PhD:*

15.	Does the programme include clinical practice components?	N
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*Please comment on the learning and assessment of practice components of the curriculum here:*

16.	Is the programme accredited by a Professional or Statutory Regulatory Body (PSRB)?	N
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Please comment on the value of, and the programme's ability to meet, PSRB requirements here: n/a		

## Assessment and Feedback

17.	Does the programme design clearly align intended learning outcomes with assessment?	Y
Please comment on the assessment methods and the appropriateness of these to the ILOs, in particular: 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.		
Assessment methods were entirely appropriate to the ILOs for modules. As stated above, marking and moderation processes were rigorous and consistent across the range of materials I looked at.		
18.	Is the design and structure of the assessment methods appropriate to the level of award?	Y
19.	Were students given adequate opportunity to demonstrate their achievement of the programme aims and intended learning outcomes?	Y
Please comment on 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:		
The performances across the board were on a par with students at a similar level elsewhere. There were some very impressive performances in the advanced language skills paper (FREN3010) with an unusually large proportion of high firsts. This was perhaps due to students having access to a dictionary during the examination. These marks were looked at in relation to other marks for this element, and standards were found to be entirely consistent across the full range of marks for final year language. All marks were found to be secure. These are simply well-taught and talented students.		
Please use this box to provide any additional comments you would like to make in relation to assessment and feedback: n/a		

## The Progression and Awards Process

20.	Were you provided with guidance relating to the External Examiners role, powers and responsibilities in the examination process?	Y
21.	Was the progression and award guidance provided sufficient for you to act effectively as an External Examiner?	Y
22.	Did you receive appropriate programme documentation for your area(s) of responsibility?	Y
23.	Did you receive appropriate module documentation for your area(s) of responsibility?	Y
24.	Did you receive full details of marking criteria applicable to your area(s) of responsibility?	Y
25.	Were you provided with all draft examination papers/assessments?	Y
26.	Was the nature and level of the assessment questions appropriate?	Y
27.	Were suitable arrangements made to consider your comments on assessment questions?	Y
28.	Was sufficient assessed work made available to enable you to have confidence in your evaluation of the standard of student work?	Y

29.	Were the examination scripts clearly marked/annotated?	Y
30.	Was the choice of subjects for final year projects and/or dissertations appropriate?	Y
31.	Was the method and standard of assessment appropriate for the final year projects and/or dissertations?	Y
32.	Were the administrative arrangements satisfactory for the whole process, including the operation of the Progression and Awards Board?	Y
33.	Were you able to attend the Progression and Awards Board meeting?	Y
34.	Were you satisfied with the recommendations of the Progression and Awards Board?	Y
35.	Were you satisfied with the way decisions from the School Special Circumstances meeting were communicated to the Progression and Awards Board?	Y

*Please use this box to provide any additional comments you would like to make on the questions above:*

I am extremely grateful to \_\_\_\_\_, and to the staff of French for welcoming me so warmly to this role, and for providing me throughout the year, and at the boards this June, all the necessary materials most promptly, and responding to my queries efficiently and swiftly. Everything ran very smoothly, thanks to the excellent work of these colleagues, and to the administrative staff behind the scenes.

#### **Other comments**

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

**Name of School and Head of School (or nominee)#**

<i>Title and Name of Responder:</i>	
<i>Position*:</i>	LCS Assessment Lead with the Director of French
<i>Faculty / School of:</i>	Faculty of Arts and Humanities, School of Languages Cultures and Societies
<i>Address for communication:</i>	University of Leeds Leeds LS2 9JT
<i>Email:</i>	
<i>Telephone:</i>	

***\*If the individual responding to the report is not the Head of School please state their position within the School.***

**Completing the School response**

The completed School response (including the full original report) should be attached to an e-mail and sent to the Pro-Dean for Student Education in the relevant Faculty. Following approval by the Pro-Dean for Student Education, the School must send the response (including the full original report) directly to the External Examiner. A copy must also be emailed to the Quality Assurance Team at [gat@leeds.ac.uk](mailto:gat@leeds.ac.uk). External Examiners should receive a formal response no later than six weeks after receipt of the original report.

***Response to Points of innovation and/or good practice***LCS collective response:

Programmes within the School are regarded very positively overall and are seen by our external examiners as being of high quality, with excellent teaching and student performance.

It is extremely pleasing to receive positive feedback in the area of innovation, not least because of the ongoing investment that colleagues make in this respect. The clear presence of research-led teaching is balanced with the ongoing diversity of modules we are able to offer our students. The development of the Final Year Project, commended as an enhancement, is reflected in the research methodology training offered across our subject areas. In addition, we have been commended for the rigorous approach to assessment, with clear communication to students and excellent administrative organisation. The use of different approaches to assessment to respond to the range of skills we want our students to develop is also noted with thanks.

We are grateful to our external examiners for identifying instances of innovative assessment, accompanied by clear feedback, and in particular it is pleasing to see where this has been noted as a focus of improvement for subject areas. Further good practice has been identified in our enhanced use of digital resources and of the VLE, including the introduction of online marking in some areas, ongoing discussions about Health and Safety notwithstanding.

Other areas of good practice identified included the presentation of awards to recognise outstanding academic achievements, as well as the development of key skills that link directly to employability. Praise is consistently seen in relation to high standards of teaching throughout the School, in the existence of co-taught L2 and L3 cohorts in some subject areas – a practice under discussion for wider School implementation in order to extend module choice – and in the rigour of processes overall.

Subject area individual response:

I thank for constructive comments on the French degree programmes. I am pleased to read appraisal of the standard of our teaching, the diversity of our modules, the use of target language in written essays, and the improvement in student performance as they progress.

I note the comments about the threat of a potential compulsory 40-credit FYP to the quality of the programmes and will pass them on to relevant colleagues. This supports and reinforces the view of the French section.

I note with pleasure the comments on the resources for FREN3680 (The French Novel in the Nineteenth Century) and will pass them on to the relevant tutor.

**Response to Enhancements made from the previous year**LCS collective response:

Pleasingly, in response to the question about enhancements made since last year there was very reassuring evidence of subject areas having responded to examiners' previous comments. Moreover, there were many instances where there were no necessary enhancements because nothing had been deemed necessary to mention in the previous year.

Subject area individual response:

N/A

**Response to Matters for Urgent Attention**

*If any areas have been identified for urgent attention before the programme is offered again please provide a specific response to them here:*

LCS collective response:

Only five of the School's 30 external examiners for UG programmes raised matters for urgent attention. Two of these concerns the implementation of the University policy that all students starting their degree in 2017-18 must undertake a 40-credit Final Year Project (a Final Year Project became compulsory for all students starting their degree in 2014-15). One external examiner was concerned that this would impact upon the provision of a wide range of Level 3 optional modules, restrict the development of employability skills, and that some students would not be suited to such a mode of working. Other external examiners also voiced similar concerns in relation to module choice, though not as a matter for urgent attention.

In 2016-17, LCS developed a suite of School-wide 40-credit and 20-credit FYP modules, intended to replace the separate subject-level dissertation modules in most subject areas. They include traditional dissertation and extended essay variants, both 20- and 40-credit translation projects and a 40-credit digital documentary project. These modules were piloted in German, Russian and Slavonic Studies, Arabic, Islamic and Middle Eastern Studies, and East Asian Studies. In 2017-18 they have been rolled out across all subject areas in the School. Students doing a degree in the relevant language may choose to write their FYP in French, German, Russian, Spanish or Portuguese.

Enrolment figures indicate that approximately 2/3 of students have opted for a 40-credit FYP, suggesting that students welcome the opportunity to undertake a weighty independent project. The variety of FYP formats is intended to address the fact that not all students are suited to a traditional dissertation format. For students taking the traditional dissertation variants, the peer group meetings, organised by the students themselves, and the presentation of their research at the FYP Conference, develop employability skills; the option to write in the target language in some subject areas enables students to showcase their language ability. The School is also exploring the possibility of co-teaching Level 2 and Level 3 variants of the same module, a system already practised successfully in some subject areas, in order to extend module choice more efficiently. Whilst we are grateful that external examiners have suggested grounds for caution, for the above reasons we believe that we are responding to University policy in a way that will benefit our students and will not restrict their options. We will continue to monitor the place of the FYP and module choice in our curriculum as part of the School-wide curriculum review and programme reform currently underway and due to be implemented in 2019-20. The School continues to discuss and work with the subject area to consider remaining concerns where there seems to be a discrepancy with wider School and institutional experience.

Another external examiner raised a concern relating to moderation of School FYP marks when marking is done within subject areas and the role of subject external examiners in recommending changes to FYP marks in isolation from the School-wide set of marks. We greatly appreciate the identification of such concerns during the FYP's pilot year and we are seeking advice from the Faculty Assessment and Standards Group. We will provide specific guidance to external examiners on the moderation of School FYP marks in May 2018.

The other matters for urgent attention were concerns about exam questions, assessment and August resit administration, relating to specific subject areas. Each of these issues is being addressed in the subject areas concerned.

Subject area individual response:

N/A

**Response to questions 1-7 (and related comments)**

*Schools may provide a general response; however, where Examiners raise specific points these must be addressed individually:*

LCS collective response:

We are extremely grateful to those external examiners who have reached the end of their term of appointment. We

thank you for your support, feedback and collegiality during your tenure. We are also very grateful to those of you who acted as mentors for external examiners new to the role. More than one external examiner suggested that it would be useful to arrange meetings between externals and students. This is a valuable suggestion, and we will consider how to implement this during the externals' visits in June.

Subject area individual response:

I am pleased by the comments on the rigour of our processes.

## Standards

### **Response to questions 8 to 16 (and related comments)**

*Schools may provide a general response; however, where Examiners raise specific points these must be addressed individually:*

LCS collective response

We are delighted that our external examiners have high praise for the breadth and scope of our programmes, for the degree to which they are informed by staff research, and for the comparability of standards with national benchmarks and other institutions. Programme aims and ILOs were found to be clear, appropriate and transparent. Many external examiners also commented positively on the use of blended learning and digital resources in relation to student engagement.

Subject area individual response

I am pleased by the comments on the overall coherence of the programme.

## Assessment and Feedback

### **Response to questions 17 to 19 (and related comments)**

*Schools may provide a general response; however, where Examiners raise specific points these must be addressed individually:*

LCS collective response

We are pleased that external examiners regard assessment in general highly in LCS, and that they deem it to reflect both a wide variety of methods and a robust internal marking procedure. There was explicit praise for our transparent marking and moderation processes. In light of the University's aims to 'assess less, better', some subject areas are integrating different skills within a single assessment. One external examiner has exhorted the School to weigh the benefits of multiple assessments for modules against the cost to staff time, and to review regularly the necessity of each assessment with a view to streamlining. There were specific discussions about the nature of assessment at the different levels, and the desirability of standardised approaches to assessment methods. Discussions of these issues, informed by the Leeds Expectations for Assessment and Feedback, will continue in the future alongside the programme reform currently being undertaken by the School.

A number of external examiners recommend that attention is given to the full use of the marking scale, especially at the upper end. We are grateful to external examiners for noting where practice could be improved in this respect and agree that to do so will maximise parity and facilitate a smooth move to the 0-100 marking scale in 2017-18. There was one expression of concern that the new marking scale could have an inflationary effect on overall averages, that the introduction of criteria for subdivision within 70-100 would be helpful, and that care should be taken to map student performance on to the new scale correctly. For 2017-18 staff and students have been provided with information sheets about the new scale, which includes a conversion chart and advice on the upper and lower extremes of the scale. The use of the 0-100 scale will be closely monitored throughout this transition year. One external examiner recommended the introduction of a categorical marking scheme. The current University recommendation is for Schools to identify where the use of such a marking scheme may be appropriate; LCS is therefore currently reviewing this in individual subject areas. Work on School-wide assessment criteria and grade descriptors is ongoing in the context of the programme reform.

In terms of feedback to students, we are gratified that the quality of our feedback is consistently commended. We continue to strive to find the right amount of feedback to be meaningful to students without creating a disproportionate workload for colleagues. In addition, one valuable piece of advice has been to vary the language used in feedback and avoid over-use of language that does not offer specific guidance.

Subject area individual response

I am pleased by the comments on student performance, especially this view: 'These are simply well-taught and talented students.'



## The Progression and Awards Process

### **Response to questions 20-35 (and related comments)**

*Schools may provide a general response; however, where Examiners raise specific points these must be addressed individually:*

#### LCS collective response:

We are very pleased that generally our exam boards and the administration associated with progression and awards are found to be transparent, fair and efficient. We are grateful to our external examiners for the vital role they play in subject exam boards, in terms of ratifying module marks and where necessary moderating them, and discussing matters of comparability of student performance at module level with national benchmarks and other UK institutions. As is known, our Classification Board is held separately from our subject exam boards that confirm module marks and is supported by two different external examiners each year. We endeavour to invite each external examiner to attend the Classification Board once during their tenure and we are always pleased to hear from examiners who would like to put themselves forward for this additional duty.

#### Subject area individual response:

Noted with thanks.

## Other comments

### **Response to items included in the 'Other Comments' section of the report**

#### LCS collective response:

In addition to their reports on our programmes, our examiners have provided valuable feedback about their own experience, particularly in relation to access to samples and materials. Following the University-wide move to online only submission of assessed coursework, many external examiners have welcomed the availability of materials on the VLE and the ability to review these remotely in advance of the visit to Leeds. Some have commented on our hybrid system of marking work submitted electronically, with some modules being marked in hard copy and others being marked using the Turnitin Feedback Studio online. The hybrid system is to avoid a prescriptive approach that would fail to take account of health and safety concerns associated with extended work on screens and keyboards; thus, whilst we cannot standardise at the level of the School or subject area, we do as far as possible ensure a single way of marking coursework for each module. We acknowledge that the first year of this system has highlighted improvements we can make in terms of access to materials, as well as the provision of links to MP4 files to make access easier and the appropriate labelling of all online files. We continue to welcome feedback from our external examiners on these processes throughout the new academic year.

We regret the difficulties concerning access to a key for the base rooms this summer and the issue was raised with Estates, who have assured us that more keys will be available for 2017-18.

#### Subject area individual response:

N/A.

**The University of Leeds**  
**EXTERNAL EXAMINER'S REPORT**

ACADEMIC YEAR: 2016-17

**Part A: General Information**

**Subject area and awards being examined**

Faculty / School of:	Languages, Cultures and Societies
Subject(s):	<i>French</i>
Programme(s) / Module(s):	French Studies, with responsibility for the following modules: Level 1 – FREN1010, FREN1020 Level 2 – FREN 2010/2015, FREN2120/2125, FREN2260/2265, FREN2340/2345, MODL2001/2005 Level 3 – FREN3480, FREN3585, FREN3740, FREN3751, FREN3770, FREN3840, MODL3800
Awards (e.g. BA/BSc/MSc etc):	BA

**Part B: Comments for the Institution on the Examination Process and Standards**

**Points of innovation and/or good practice**

*Please highlight areas of innovation or good practice within the programmes or processes you have been involved with in this box.*

- A diverse range of assessment methods at all levels of the programme, including an exercise in life writing (FREN3740) and critical photography commentary (FREN3585)
- Confident and consistent use of the full range of marks
- Consistently excellent levels of feedback to students, with detailed annotations on scripts and helpful advice on coversheets
- Innovative Students into Schools modules at Levels 2 and 3 offer interesting career-oriented pathways for students
- Diverse and varied range of modules, with modules at Levels 2 and 3 grounded in the research strengths and interests of the department

**Enhancements made from the previous year**

*Please highlight any enhancements made to the programme(s) or processes over the past year in this box.*

- The addition of a Level 3 variant of the Students into Schools module (MODL3800) is an excellent idea
- There was clear evidence of moderation being carefully and consistently carried out across all modules
- Last year, I flagged the potentially anomalous mark profile of FREN2120, which produced a mean mark substantially lower than those of other Level 2 courses. I suggested that assessment processes in this module should be monitored carefully to ensure that students taking the module are not unduly disadvantaged compared to those on other Level 2 modules. There was robust and clear evidence this year that substantial care had been taken in reviewing the marks and assessment process for FREN2120, and that the mark profile was more in line with other Level 2 modules. The department is to be commended for the way in which it investigated and handled the issue raised

**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*

None.

**For Examiners in the first year of appointment**

1.	Were you provided with an External Examiners Handbook?	N/A
2.	Were you provided with copies of previous relevant External Examiners' reports and the response of the School to these?	N/A
3.	Were you provided with a External Examiner Mentor?	N/A

**For Examiners completing their term of appointment**

4.	Have you observed improvements in the programme(s) over the period of your appointment?	Y
5.	Has the school responded to comments and recommendations you have made?	Y
6.	Where recommendations have not been implemented, did the school provide clear reasons for this?	N/A
7.	Have you acted as a External Examiner Mentor?	N

*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*

The French programme has been exceptionally strong over many years. During my time as External Examiner, it has continued to impress me for its variety of coverage, but also for the depth with which key aspects of French and Francophone culture are explored with students, many of whom produce excellent or outstanding work. Over the past four years, I have had the pleasure of reviewing modules demonstrating a range of innovative modes of assessment and combinations of primary materials, underpinned by the department's research strengths and interests. The department's processes have been consistently robust. Staff are willing to use the full range of marks, particularly to reward excellent and outstanding work in the First Class range. Feedback to students has been consistently excellent over the past four years, being generous, helpful and well-focused. I have flagged some areas for improvement, particularly in relation to practices of moderation and second marking, and I am pleased to see these have been taken on board. Clear evidence is provided of the dialogue between first marker and moderator, and moderation processes are consistently applied. Overall, these changes reflect incremental improvements to an already outstanding degree programme.

**Standards**

8.	Is the overall programme structure coherent and appropriate for the level of study?	Y
9.	Does the programme structure allow the programme aims and intended learning outcomes to be met?	Y
10.	Are the programme aims and intended learning outcomes commensurate with the level of award?	Y
11.	Did the Aims and ILOs meet the expectations of the national subject benchmark (where relevant)?	Y
12.	Is the programme(s) comparable with similar programmes at other institutions?	Y

*Please use this box to explain your overall impression of the programme structure, design, aims and intended learning outcomes.*

The aims and outcomes for the programme are clear and well-articulated, and the programme is very well designed in order to facilitate them. The programme offers clear progression and pathways, from introductory and survey modules at Levels 1 and 2, to more specialist and research-led modules at Level 3. At the same time, modules at Level 2 especially reflect and build on the research expertise of the teaching team in a way which is rare for courses at this level. Language courses are very carefully put together and students demonstrate real progress in linguistic ability as they work their way through the programme. There is no doubt that standards are appropriate for the award of a BA in French Studies.

13.	Is the influence of research on the curriculum and learning and teaching clear?	Y / N
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*Please explain how this is/could be achieved (examples might include: curriculum design informed by current research in the subject; practice informed by research; students undertaking research)*

Yes. Modules at all levels are informed by the research interests and expertise of teaching staff in a way which produces a varied programme reflecting key themes and concerns in Francophone culture, history and society. Several modules encourage students to undertake independent study and research, for example by designing their own essay question, or by undertaking different types of exercise (e.g. reflective journal in MODL 2001/2005/3800,

or creative life writing in FREN 3740). The strength in depth of the programme is to be commended, as is the way in which it encourages students to produce insightful and interesting work.		
14.	Does the programme form part of an Integrated PhD?	N
<i>Please comment on the appropriateness of the programme as training for a PhD:</i>		
N/A		
15.	Does the programme include clinical practice components?	N
<i>Please comment on the learning and assessment of practice components of the curriculum here:</i>		
N/A		
16.	Is the programme accredited by a Professional or Statutory Regulatory Body (PSRB)?	N
<i>Please comment on the value of, and the programme's ability to meet, PSRB requirements here:</i>		
N/A		

### Assessment and Feedback

17.	Does the programme design clearly align intended learning outcomes with assessment?	Y / N
<i>Please comment on the assessment methods and the appropriateness of these to the ILOs, in particular: 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.</i>		
<p>Yes. As noted above, the Leeds programme is impressive for the range of assessments used, which allow students to demonstrate the different critical skills they have acquired in the modules. Exam-based assessment is used appropriately, and essay lengths are well judged to ensure students have sufficient space to develop their ideas. Also notable is the requirement typically for at least one piece of assessment to be completed in French. A good number of students displayed impressive mastery of more sophisticated vocabulary and concepts in French, which reflects very well on the language-learning element of the programme. Marking of assessed work was consistently rigorous and judicious, with clear evidence of careful discussion between first marker and moderator. The feedback provided was consistently helpful, well focused and supportive. Student performances across the Level 3 modules I reviewed were very strong, reflected in mean and median marks typically in the mid-high 2.1 range. This is a clear indication both of strong student engagement with module content, and excellent teaching.</p>		
18.	Is the design and structure of the assessment methods appropriate to the level of award?	Y
19.	Were students given adequate opportunity to demonstrate their achievement of the programme aims and intended learning outcomes?	Y
<i>Please comment on 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:</i>		
<p>Yes. The strongest students are producing work which is comparable with the best students at other institutions with which I am familiar. A number of essays were thoughtful, well-structured and showed excellent understanding of key themes in French culture. Less strong students displayed typical weaknesses (difficulties with structuring essays and developing arguments), but they were generally very well supported by helpful and focused feedback. I saw evidence that several students had improved their marks from one piece of assessment to the next, suggesting that they are benefitting from the feedback provided. As noted above, mean and median marks in the mid-60% range at both Levels 2 and 3 are a good indication that the cohort is responding well to stimulating modules and excellent teaching (though see also the final section below for additional comments on mark profiles for the Level 2 courses I reviewed).</p>		
<i>Please use this box to provide any additional comments you would like to make in relation to assessment and feedback:</i>		
<p>Overall, feedback provided has been consistently excellent throughout my four years as External Examiner – the department is to be commended for this.</p>		

## The Progression and Awards Process

20.	Were you provided with guidance relating to the External Examiners role, powers and responsibilities in the examination process?	Y
21.	Was the progression and award guidance provided sufficient for you to act effectively as an External Examiner?	Y
22.	Did you receive appropriate programme documentation for your area(s) of responsibility?	Y
23.	Did you receive appropriate module documentation for your area(s) of responsibility?	Y
24.	Did you receive full details of marking criteria applicable to your area(s) of responsibility?	Y
25.	Were you provided with all draft examination papers/assessments?	Y
26.	Was the nature and level of the assessment questions appropriate?	Y
27.	Were suitable arrangements made to consider your comments on assessment questions?	Y
28.	Was sufficient assessed work made available to enable you to have confidence in your evaluation of the standard of student work?	Y
29.	Were the examination scripts clearly marked/annotated?	Y
30.	Was the choice of subjects for final year projects and/or dissertations appropriate?	Y
31.	Was the method and standard of assessment appropriate for the final year projects and/or dissertations?	N/A
32.	Were the administrative arrangements satisfactory for the whole process, including the operation of the Progression and Awards Board?	Y
33.	Were you able to attend the Progression and Awards Board meeting?	Y
34.	Were you satisfied with the recommendations of the Progression and Awards Board?	Y
35.	Were you satisfied with the way decisions from the School Special Circumstances meeting were communicated to the Progression and Awards Board?	Y

*Please use this box to provide any additional comments you would like to make on the questions above:*

This year, I attended the LCS Classification Board meeting on 21/23 June. On the first day, a problem relating to the examination for a module on a programme outside the School was reported (LUPS Strategy & Management). The problem had affected all students taking the exam, which was worth 100% of the marks for the module. Students had been invited to lodge mitigating circumstance claims if they felt themselves to have been disadvantaged. However, it became clear that not all students had done so, and discussion ensued as to how best to treat students who had taken the module, a large number of whom were enrolled on Joint Honours degrees involving disciplines in LCS. This involved in-meeting consultation with relevant staff in Academic Services as to the appropriate way to proceed, pending discussion at the other School's classification board. A satisfactory solution to the problem was found which meant that students were not unfairly disadvantaged, but it might have been helpful for a clearer position on the issue to have been established prior to the Classification Board. This might involve better communication between different Classification Boards and/or subject representatives before the Board meetings themselves.

## Other comments

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

1. This year, I was asked to pay particular attention to FREN3751 Gender, Sex and Cinema in France and FREN3770 Theory and Practice in French-English Translation. The modules are an excellent example of the range and diversity on offer to students in French at Leeds. Both modules encouraged students to produce work of very high quality, reflected in mean marks of 69% and 67% respectively. Good practice in FREN3751 included a

comprehensive module guide with detailed instructions for preparation of assessments; a good mix of student- and teacher-led activities; and excellent feedback given on all elements of assessment. Good practice in FREN3770 included helpful feedback through annotation and overview comments; student selection of translation texts with appropriate guidance; and an effective combination of translation exercises (commentary, set translation, free choice of translation text).

2. Along with the other External Examiners in French, I was concerned to note the likely impact of the proposed new compulsory final-year dissertation/research project on the programme at Level 3. Moving to a compulsory 40-credit dissertation for all students will mean curtailing the range of optional modules available to students. It is also a risky move in terms of degree outcomes for students, as longer dissertations or research projects do not suit all students, particularly those performing less strongly. I appreciate that the School is in the position of having to follow a decision taken at an institutional level, but I would urge the university to monitor the impact of the dissertation very closely over the coming two years, and be prepared to move away from a compulsory 40-credit dissertation if it becomes clear that it is affecting the student experience and student attainment.

3. Finally, I would like to thank colleagues in French at Leeds for their hospitality, dialogue and support during my time as an External Examiner at Leeds. The programme is undoubtedly among the best in the UK, and is impressive for its breadth, depth and variety of coverage. Standards of teaching and assessment are very high, as reflected in consistently excellent NSS results. The extent to which research informs the curriculum is impressive, and allows students to get to grips in a sustained way with a wide range of relevant topics. Staff in French are to be commended for the outstanding work they do.

**Part C: School Response to External Examiner Report****Name of School and Head of School (or nominee)**

Title and Name of Responder:	
Position*:	LCS Assessment Lead with Director of French
Faculty / School of:	Faculty of Arts and Humanities, School of Languages Cultures and Societies
Address for communication:	University of Leeds Leeds LS2 9JT
Email:	
Telephone:	

*\*If the individual responding to the report is not the Head of School please state their position within the School.*

**Completing the School response**

The completed School response (including the full original report) should be attached to an e-mail and sent to the Pro-Dean for Student Education in the relevant Faculty. Following approval by the Pro-Dean for Student Education, the School must send the response (including the full original report) directly to the External Examiner. A copy must also be emailed to the Quality Assurance Team at [gat@leeds.ac.uk](mailto:gat@leeds.ac.uk). External Examiners should receive a formal response no later than six weeks after receipt of the original report.

**Response to Points of innovation and/or good practice**LCS collective response:

Programmes within the School are regarded very positively overall and are seen by our external examiners as being of high quality, with excellent teaching and student performance.

It is extremely pleasing to receive positive feedback in the area of innovation, not least because of the ongoing investment that colleagues make in this respect. The clear presence of research-led teaching is balanced with the ongoing diversity of modules we are able to offer our students. The development of the Final Year Project, commended as an enhancement, is reflected in the research methodology training offered across our subject areas. In addition, we have been commended for the rigorous approach to assessment, with clear communication to students and excellent administrative organisation. The use of different approaches to assessment to respond to the range of skills we want our students to develop is also noted with thanks.

We are grateful to our external examiners for identifying instances of innovative assessment, accompanied by clear feedback, and in particular it is pleasing to see where this has been noted as a focus of improvement for subject areas. Further good practice has been identified in our enhanced use of digital resources and of the VLE, including the introduction of online marking in some areas, ongoing discussions about Health and Safety notwithstanding.

Other areas of good practice identified included the presentation of awards to recognise outstanding academic achievements, as well as the development of key skills that link directly to employability. Praise is consistently seen in relation to high standards of teaching throughout the School, in the existence of co-taught L2 and L3 cohorts in some subject areas – a practice under discussion for wider School implementation in order to extend module choice – and in the rigour of processes overall.

Subject area individual response:

I thank \_\_\_\_\_ for comments and am pleased with \_\_\_\_\_ appraisal of the diversity of our modules including certain innovative forms of assessment, with \_\_\_\_\_ comments on our use of the full range of marks, and \_\_\_\_\_ comments on our research-led teaching. I am particularly pleased by \_\_\_\_\_ comments on the good level of different types of constructive feedback.

I note with pleasure \_\_\_\_\_ comments on Linguists into Schools – including the Level 3 variant - and its advantages for employability and will pass them on to the module convenor.

**Response to Enhancements made from the previous year**LCS collective response:

Pleasingly, in response to the question about enhancements made since last year there was very reassuring evidence of subject areas having responded to examiners' previous comments. Moreover, there were many instances where there were no necessary enhancements because nothing had been deemed necessary to



mention in the previous year.

Subject area individual response:

I am pleased that \_\_\_\_\_ saw a specific improvement in the assessment for FREN2120 Foundations of Modern French Thought.

I am also pleased that moderation is now being carefully and consistently carried out across all modules (this is in response to a particular point raised last year by \_\_\_\_\_ about some colleagues using moderation as a de facto form of second marking for borderline marks.

**Response to Matters for Urgent Attention**

*If any areas have been identified for urgent attention before the programme is offered again please provide a specific response to them here:*

LCS collective response:

Only five of the School's 30 external examiners for UG programmes raised matters for urgent attention. Two of these concerns the implementation of the University policy that all students starting their degree in 2017-18 must undertake a 40-credit Final Year Project (a Final Year Project became compulsory for all students starting their degree in 2014-15). One external examiner was concerned that this would impact upon the provision of a wide range of Level 3 optional modules, restrict the development of employability skills, and that some students would not be suited to such a mode of working. Other external examiners also voiced similar concerns in relation to module choice, though not as a matter for urgent attention.

In 2016-17, LCS developed a suite of School-wide 40-credit and 20-credit FYP modules, intended to replace the separate subject-level dissertation modules in most subject areas. They include traditional dissertation and extended essay variants, both 20- and 40-credit translation projects and a 40-credit digital documentary project. These modules were piloted in German, Russian and Slavonic Studies, Arabic, Islamic and Middle Eastern Studies, and East Asian Studies. In 2017-18 they have been rolled out across all subject areas in the School. Students doing a degree in the relevant language may choose to write their FYP in French, German, Russian, Spanish or Portuguese.

Enrolment figures indicate that approximately 2/3 of students have opted for a 40-credit FYP, suggesting that students welcome the opportunity to undertake a weighty independent project. The variety of FYP formats is intended to address the fact that not all students are suited to a traditional dissertation format. For students taking the traditional dissertation variants, the peer group meetings, organised by the students themselves, and the presentation of their research at the FYP Conference, develop employability skills; the option to write in the target language in some subject areas enables students to showcase their language ability. The School is also exploring the possibility of co-teaching Level 2 and Level 3 variants of the same module, a system already practised successfully in some subject areas, in order to extend module choice more efficiently. Whilst we are grateful that external examiners have suggested grounds for caution, for the above reasons we believe that we are responding to University policy in a way that will benefit our students and will not restrict their options. We will continue to monitor the place of the FYP and module choice in our curriculum as part of the School-wide curriculum review and programme reform currently underway and due to be implemented in 2019-20. The School continues to discuss and work with the subject area to consider remaining concerns where there seems to be a discrepancy with wider School and institutional experience.

Another external examiner raised a concern relating to moderation of School FYP marks when marking is done within subject areas and the role of subject external examiners in recommending changes to FYP marks in isolation from the School-wide set of marks. We greatly appreciate the identification of such concerns during the FYP's pilot year and we are seeking advice from the Faculty Assessment and Standards Group. We will provide specific guidance to external examiners on the moderation of School FYP marks in May 2018.

The other matters for urgent attention were concerns about exam questions, assessment and August resit administration, relating to specific subject areas. Each of these issues is being addressed in the subject areas concerned.

Subject area individual response:

N/A

**Response to questions 1-7 (and related comments)**

*Schools may provide a general response; however, where Examiners raise specific points these must be addressed individually:*

LCS collective response:

We are extremely grateful to those external examiners who have reached the end of their term of appointment. We thank you for your support, feedback and collegiality during your tenure. We are also very grateful to those of you who acted as mentors for external examiners new to the role. More than one external examiner suggested that it would be useful to arrange meetings between externals and students. This is a valuable suggestion, and we will consider how to implement this during the externals' visits in June.

Subject area individual response:

I note with pleasure comments on the overall quality of our programme, our teaching, our student performance and our willingness to act on advice in order to improve our modus operandi.

## Standards

### **Response to questions 8 to 16 (and related comments)**

*Schools may provide a general response; however, where Examiners raise specific points these must be addressed individually:*

LCS collective response

We are delighted that our external examiners have high praise for the breadth and scope of our programmes, for the degree to which they are informed by staff research, and for the comparability of standards with national benchmarks and other institutions. Programme aims and ILOs were found to be clear, appropriate and transparent. Many external examiners also commented positively on the use of blended learning and digital resources in relation to student engagement.

Subject area individual response

I am pleased with the comments on the coherence of our programmes, especially our language provision.

## Assessment and Feedback

### **Response to questions 17 to 19 (and related comments)**

*Schools may provide a general response; however, where Examiners raise specific points these must be addressed individually:*

LCS collective response

We are pleased that external examiners regard assessment in general highly in LCS, and that they deem it to reflect both a wide variety of methods and a robust internal marking procedure. There was explicit praise for our transparent marking and moderation processes. In light of the University's aims to 'assess less, better', some subject areas are integrating different skills within a single assessment. One external examiner has exhorted the School to weigh the benefits of multiple assessments for modules against the cost to staff time, and to review regularly the necessity of each assessment with a view to streamlining. There were specific discussions about the nature of assessment at the different levels, and the desirability of standardised approaches to assessment methods. Discussions of these issues, informed by the Leeds Expectations for Assessment and Feedback, will continue in the future alongside the programme reform currently being undertaken by the School.

A number of external examiners recommend that attention is given to the full use of the marking scale, especially at the upper end. We are grateful to external examiners for noting where practice could be improved in this respect and agree that to do so will maximise parity and facilitate a smooth move to the 0-100 marking scale in 2017-18. There was one expression of concern that the new marking scale could have an inflationary effect on overall averages, that the introduction of criteria for subdivision within 70-100 would be helpful, and that care should be taken to map student performance on to the new scale correctly. For 2017-18 staff and students have been provided with information sheets about the new scale, which includes a conversion chart and advice on the upper and lower extremes of the scale. The use of the 0-100 scale will be closely monitored throughout this transition year. One external examiner recommended the introduction of a categorical marking scheme. The current University recommendation is for Schools to identify where the use of such a marking scheme may be appropriate; LCS is therefore currently reviewing this in individual subject areas. Work on School-wide assessment criteria and grade descriptors is ongoing in the context of the programme reform.

In terms of feedback to students, we are gratified that the quality of our feedback is consistently commended. We continue to strive to find the right amount of feedback to be meaningful to students without creating a disproportionate workload for colleagues. In addition, one valuable piece of advice has been to vary the language used in feedback and avoid over-use of language that does not offer specific guidance.

Subject area individual response

I am pleased with the comments on the range and rigour of our assessment and feedback processes, especially regarding written assessment in French, and on both student engagement and teaching quality.

## The Progression and Awards Process

### **Response to questions 20-35 (and related comments)**

Schools may provide a general response; however, where Examiners raise specific points these must be addressed individually:

#### LCS collective response:

We are very pleased that generally our exam boards and the administration associated with progression and awards are found to be transparent, fair and efficient. We are grateful to our external examiners for the vital role they play in subject exam boards, in terms of ratifying module marks and where necessary moderating them, and discussing matters of comparability of student performance at module level with national benchmarks and other UK institutions. As is known, our Classification Board is held separately from our subject exam boards that confirm module marks and is supported by two different external examiners each year. We endeavour to invite each external examiner to attend the Classification Board once during their tenure and we are always pleased to hear from examiners who would like to put themselves forward for this additional duty.

#### Individual response:

We are extremely grateful to [redacted] for [redacted] participation in our Classification Board over two days and for assistance in upholding our standards and in resolving complex classification cases. We share [redacted] view regarding the LUBS3070 Strategic Management exam problem and agree that it would have been better to have established a clearer position prior to the Board. In this we were in part dependent on the co-teaching school's ability to reach a conclusion in advance of their own Exam Board, which took place only 22 June, whereas the LCS Classification Board was held on 21 and 23 June; and in part on seeing the classifications of the students affected before we could gauge the impact of the problem. Whilst we agree that in such cases it is useful to establish a general position, it is also important that the Classification Board is able to be responsive to the nuances of individual cases. We are grateful to [redacted] for [redacted] input in this matter during the Board meetings.

## Other comments

### **Response to items included in the 'Other Comments' section of the report**

#### LCS collective response:

In addition to their reports on our programmes, our examiners have provided valuable feedback about their own experience, particularly in relation to access to samples and materials. Following the University-wide move to online only submission of assessed coursework, many external examiners have welcomed the availability of materials on the VLE and the ability to review these remotely in advance of the visit to Leeds. Some have commented on our hybrid system of marking work submitted electronically, with some modules being marked in hard copy and others being marked using the Turnitin Feedback Studio online. The hybrid system is to avoid a prescriptive approach that would fail to take account of health and safety concerns associated with extended work on screens and keyboards; thus, whilst we cannot standardise at the level of the School or subject area, we do as far as possible ensure a single way of marking coursework for each module. We acknowledge that the first year of this system has highlighted improvements we can make in terms of access to materials, as well as the provision of links to MP4 files to make access easier and the appropriate labelling of all online files. We continue to welcome feedback from our external examiners on these processes throughout the new academic year.

We regret the difficulties concerning access to a key for the base rooms this summer and the issue was raised with Estates, who have assured us that more keys will be available for 2017-18.

#### Subject area individual response:

I thank [redacted] for [redacted] positive comments on the two modules [redacted] scrutinised and will pass them on to the module leaders.

I note [redacted] concern about the detrimental effect of a potential compulsory 40-credit dissertation. This supports and reinforces the view of the French section.

On behalf of my colleagues I am very pleased to read [redacted] that '[t]he programme is undoubtedly among the best in the UK, and is impressive for its breadth, depth and variety of coverage'.