

Department of Languages

Undergraduate

- BALRS BALRS French Default Major
- CELRS CELRS French Default Major
- CHLRS CHLRS French Default Major
- DHLRS DHLRS French Default Major
- DILRS DILRS French Default Major (UG)

Please indicate, below, whether you agree with the statements about the threshold standards of Leeds Beckett University's awards, student achievement and the conduct of the University's assessment processes, using as a reference the framework for higher education qualifications and applicable Subject Benchmark Statements / Qualification Characteristic Statements. Please also list any shortcomings and areas for commendation. You should expand on any issues you mention here in the main report. If any boxes are ticked "No" the Dean of School or nominee will be alerted and will oversee the response from the Course Director.

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Standards Set

	Yes	No
"In my view, the threshold academic standards set for the modules/awards meet with the requirements of the relevant National Qualifications Statement's."	X	

If your answer is 'no', please provide a brief statement (bullet points) of the respect(s) in which they fall short:

Student achievement

	Yes	No	N/A*
"In my view, students' who have been awarded qualifications have had the opportunity to achieve standards beyond the threshold level that are reasonably comparable with those achieved in course(s) or subjects in other UK institutions with which I am familiar." *Not applicable – if you are a practitioner and are not in a position to assess this statement, please note here:	X		

Please provide any further comment on the comparability of collaborative provision due to the Covid 19 crisis situation some of them had to use extenuating circumstances

If your answer is 'no', please provide a brief statement (bullet points) of the respect(s) in which they fall short:

Conduct of process

	Yes	No
"In my view, the processes for assessment, examination and the determination of awards are reliable, rigorous and fairly conducted."	X	

If your answer is 'no', please provide a brief statement (bullet points) of the respect(s) in which they fall short.

Actions from last year's report

(This will not be relevant if you are examining for the first time)

Yes

Areas of good practice/commendation

Any particular strengths or distinctive or innovative features in relation to learning, teaching and assessment:

I think that the use of drive as I suggested last year instead of 'My Beckett' made it easier specially this year. All the recommendation made last year regarding the feedbacks more accurate were taken into account. Sadly Again, the proportion of students taking the assessment has drastically dropped and that is really becoming a problem. I hope that next year there will be more students besides the Covid Crisis.

Main report

In this section you are asked to describe more fully how the University has or has not maintained threshold academic standards and the quality of the student experience in relation to the course(s) for which you are the external examiner, using as a reference the framework for higher education qualifications and applicable Subject Benchmark Statements / Qualification Characteristic Statements.

Please complete all sections of the form fully and where not applicable please state N/A. Where applicable please also complete the sections for any collaborative provision sampled.

If you are an external examiner for any of the University's Pearson Licensed Centre Programmes (HND/HNC level) provision, please also complete the section on page 9 sections l, m and n entitled "for External Examiners Associated with Pearson Licensed Centre Programmes."

Professional Body Requirements

	Yes	No	N/A*
"In my view, the professional body requirements for this course have been met. *Not applicable if the course is not a professional body course please indicate here.	X		

If your answer is 'no', please provide a brief statement (bullet points) of the respect(s) in which they fall short.

(a) The operation and conduct of the Progression and Award Board (and/or Module Board meeting you may also have attended).

The operation was conducted with great professionalism. We used Skype and besides the fact that the board was online, everything was clear. The screen sharing was sometimes difficult to follow but overall good enough to receive all the crucial information.

(b) The action, if any was required, taken in response to your report of last year. (This will not be relevant if you are examining for the first time.)

(c) The overall performance of the students, in relation to that of comparable levels of work in other institutions.

The performance of the students is very similar to last year; it is outstanding and certainly adequate in relation to the levels offered in the French language. I would like to take this opportunity to congratulate the tutors and particularly Muriel. The assessments produced in the moderation samples I have had access to were impressive. I can confirm that the samplings have been very similar to those of other excellent institutions with which I have been associated. I know that next year is going to be challenging; however, I believe that the French team will be able to face the challenges with confidence.

(d) The strengths and weaknesses of the students in general with respect to knowledge, conceptual grasp or application of skills.

The samples demonstrated clearly that the students acquired the skills required to succeed and that was reflected in the grades. The speaking assessments showed a good level of comprehension and independence in the use of the speech, and the writing assessments were very similar to last year. The weaknesses in each level were mainly the grammatical errors in the written production showing problems in tenses and lexis.

Judging by the speaking assessments, for A2 levels phonetics is a real issue that maybe needs to be addressed more thoroughly in the next academic year.

Overall, I would like to express my thanks for the wide range of themes and resources the learners have had access to, as well as the expertise of the tutors. I believe the cohort of students are well equipped to transfer this knowledge to future employment and I believe that under the circumstances they have done extremely well.

(e) The standards of the structure, organisation, design and marking of all examination papers and/or other forms of assessment.

This year it was even more efficient thanks to the use of drive. I had access to very clear marking grids. They were similar to last year but with more accurate feedback. The cross marking is to standardise and

guarantee fairness for every student. The structure overall is very satisfying and the courses offered were appropriate and consistent with the degree. The assessments were all properly designed and aligned with the courses and the themes covered in class. Last year, I suggested that to ensure greater consistency, the appointment of a Lead teacher in French would be beneficial. I do insist this year it is crucial to have one experienced tutor in charge of the French modules.

(f) The curriculum, teaching or resourcing of the programme of study as indicated by the performance of the students in the assessment

I am fully satisfied by the curriculum and all the assessments

(g) Comments on the use of My Beckett (Virtual Learning Environment) within the course (if applicable).

I have mentioned during the board meeting last year that I wanted to be sent all the samples either by email or on drive. That is exactly what happened and it was the case for every language, which made everyone's life easier.

I find dealing with My Beckett quite difficult, as the password needs to be reinitialized by your IT team. I suggest that the report will also sent on drive for next year.

(h) Module content, consistency of modules and module assessment across the course and the achievement of learning outcomes. (You may be asked by your School to provide detailed comments on the modules that you examine.)

I am fully satisfied by the content and the consistency of the modules and module assessment. I am happy to say that they have improved tremendously within my four years. I would suggest that the higher levels be offered some French certification (DELF DALF) to encourage the students and to improve the retention rates.

The achievement and the learning outcomes are at a very high level, slightly above my own institution, so I suggest that you keep the same format.

(i) Areas of student/staff engagement in teaching and learning, scholarship, research or professional practice.

Last year the Arabic Examiner mentioned a case of potential plagiarism. It was agreed that there will be a harmonisation of practice to tackle plagiarism. I wonder if it is in place? I have advised the coordinator to provide a feedback sheet bespoke to the levels and a training session with clear guidelines to troubleshoot against plagiarism.

It is crucial for the French section to put measures in place for next academic year, particularly if the assessments are carried out online.

External Examiner's report summary

For the good practice, I strongly believe a Lead teacher is required in French.

Also, I have mentioned the French Certificate above, I advise the French section to explore this route to attract new students and keep a high level of retention. I am more than happy to assist and help!

(j) The University welcomes external examiners' comments on its academic regulatory framework. Such comments may not have a direct bearing on standards set and achieved or the conduct of processes and so it may not be appropriate to include them elsewhere in this report or its summary. Please record any concerns or comments you may have here.

This uncertainty created by the Covid 19 crisis is going to make things really difficult for the next academic years. Again, I would like to compliment the French team for their great work ethic.

I am confident that the Academic Lead and the Head of Department are exploring every routes to keep the French section dynamic. I am happy to help and advise should you require to create a partnership or offer French certificates.

(k) Collaborative Provision: please include here any comments you wish to make on elements of collaborative provision for which you have responsibility (in addition to those you may have indicated previously in this report).

I would like to say thank you for the smooth collaboration work during this very difficult time. A special thanks to the administration team and the German coordinator for their help and kindness.