

Department of Languages

Undergraduate

- CEFLS CEFLS Greek Default Major
- CELRS CELRS Greek Default Major
- CHLRS CHLRS Greek Default Major
- DILRS DILRS Greek 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

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.

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Actions from last year's report

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

No

Areas of good practice/commendation

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

In written assessments in level A1+ a variety of exercises is offered to cater for all students of different achievement and perception levels. During the oral exams it is very beneficiary how the students are encouraged to ask the examiner questions. This leads to lifelike dialogues which is what it is all about in the end.

As for the rest of the levels, there was some quite impressive work presented both in written tasks and oral presentations. Students showed meticulousness and motivation in being well-prepared. This can only be a good indicator for the level of work done in the classroom, virtual or non, and the tutor's input to keep those students motivated during admittedly hard times with the Corona crisis developing worldwide.

Finally, tutor's feedback has always been constructive and detailed and assessment criteria are wisely tailored to every level.

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."			

External Examiner's report summary

*Not applicable if the course is not a professional body course please indicate here.

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 Module & Progression and Award Board has been thorough, meticulous and fairly conducted.

(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.)

No action was taken in response to the suggestions made in last year's report (more role-plays around different topics for the oral exams in level A1+ A2+).

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

The students' achievement is comparable with that of similar course(s) and subjects in other UK institutions with which I am familiar, therefore relative to the standards I would expect to see.

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

This year I was particularly impressed with levels A1+ and A2+ and their well-prepared written tasks. Grammatical structures and rich vocabulary were often employed with such success that personality shone through (rare for beginners' levels) and the students' short essays were truly a joy to read. Regarding weaknesses, I found the students less confident in the speaking assessments. Pronunciation was also often interfered from mother tongue but this is all to be expected and quite common indeed.

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

The design and structure of the written and speaking examination papers I have been provided with have been designed and structured carefully and knowledgeably. For the most part there is a great deal of variety of different tasks which allow students to show their skills one way or another. All the exercises are tailored in accordance with the Framework for Higher Education Qualifications. Assessment criteria for each level are always referred to and taken into consideration by the tutor both when designing and assessing the examinations. I believe, however, that a little variety would benefit the oral exams' standards for Level A2+. I would have liked to see a different topic selected (perhaps a narration in Future tense) for the speaking exam. It currently is on the same topic as the one chosen for the writing task (past

holidays), and I have not found that this necessarily boosted their confidence in the oral exams. Although the surprise element for beginners levels during an already stressful exam situation is something one might prefer to avoid, perhaps more interaction with the tutor where they would ask students a variety of pre-planned basic questions about the topic chosen could help to show performance under less predictable situations.

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

The students definitely seem well supported as indicated by their performance. This has been an especially difficult year with the Corona crisis. The teaching and learning circumstances have definitely been disrupted. Despite that, the students showed that they were very well-prepared, and their essays especially demonstrated that lots of research must have taken place beforehand. Great attention to detail and motivation was shown. These are all elements that surely their tutor must have supported them with; they must have shown exemplary resourcefulness with their teaching and resourcing of the program in order to keep those students invested and interested.

Also, the fact that most students sat the exams although not obligatory is a positive indication that the structure of the language course and the work undertaken by the tutor in class prepare students well and equip them with the necessary skills and confidence to undertake and successfully pass their exams.

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

To my knowledge My Beckett may be used to submit assignments and to provide feedback to students if preferred. I have not been informed of any other uses or in fact if it is preferred and used by students, therefore I cannot comment further.

(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.)

N/A

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

N/A

(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.

No concerns/comments.

(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).

N/A