

Department of Languages

Undergraduate

- CEFLS CEFLS Portuguese Default Major
- CELRS CELRS Portuguese Default Major

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

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	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)

N/A

Areas of good practice/commendation

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

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The programme is very well designed, allowing students to progress steadily. Tutor's feedback to students is excellent.

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.

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

The board operated consistently in its application of the academic regulations associated with student

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progression, with equitable and fair treatment of students. Uplift student grades was applied fairly and with regard to the University Covid19 Responses Schema Guidance and Regulations.

(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.

In my view, student achievement is comparable with similar courses in other UK institutions with which I am familiar

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

Students had a strong response to the different elements contained in the teaching and proved to be able to express themselves correctly in all different skills.

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

Examination papers were well designed, reflecting the objectives presented in the programme, and were appropriate for the required level and its outcomes. Tasks were varied and encouraging.

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

The performance of the students in the assessment shows that the syllabus is well designed, engaging and adequate for the students' profile. Furthermore, content demonstrates interest in "real life" contexts and in the students' own opinions and experiences. Assessment criteria were clear and appropriate, and the final range of marks translates the nuances between weaker and stronger candidates, with a balanced use of lower and upper ends of the marking range.

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

N/A

(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.)

The content is well designed and attractive to the students, and students clearly engaged with the programme.

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

Both tutor's feedback and students' very positive outcomes indicate that a strong student/staff engagement in teaching and learning is present.

(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.

I am particularly impressed by the new regulatory measures designed to deal with the impact of the current pandemic in students learning and assessment.

(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