



EXTERNAL EXAMINER ANNUAL REPORT FORM

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	For completion by External Examiner:		
Name of External Examiner:	Mrs Claude Trégoat		
Home Institution / Employer of External Examiner:	The Language Centre – University of Warwick		
Programme and / or Subjects Covered by this Report:	French language modules (ML2701 – ML2702 – ML2704 – ML3701) for BSc Accounting with a European Language BSc Business Administration with a European Language BSc Economics with a European Language BSc International Economics BSc International Business Administration BSc International Accounting		
Academic Year / Period Covered by this Report:	2014/2015	Date of Report:	20/07/2015

For completion by External Examiner in the spaces provided. Please extend spaces where necessary. **Please note this Form will be published online.**

1. Programme Structure

The curriculum, aims and learning outcomes of the French courses appear well-balanced and enable students to achieve significant progress in the four language skills, to improve their accuracy and range, preparing them well for a communicative use of the language in authentic situations. They also offer students an understanding of the French business culture and equip them with operational skills to work in/with a French business environment.

There is no doubt students receive excellent teaching, encouraging them to communicate in French and facilitating the development of transferable skills.

2. Academic Standards

In comparison with Institution-Wide Language courses in other UK universities, the majority of students demonstrated good standards in the four language skills in line with the learning outcomes for each module.

As a cohort, students display a good command of written and spoken French relative to each level and appear eager to communicate in French.

My comparison of French language courses offered at Cardiff University is based on similar courses that I teach and coordinate at the University of Warwick Language Centre. Both institutions aim to provide business language courses targeting a similar public with similar learning outcomes based on the Common European Framework of Reference for Languages.

3. The Assessment Process

As a whole, the assessments are calibrated at the right levels, test students in depth, challenge students appropriately, use relevant, varied and authentic up-to-date material. There is a clear correlation between the module descriptors/learning outcomes and the content of the exam papers. There is a clear progression between 2nd year and final year papers. Most of the tasks are excellent as assessment tools and relevant.

Procedures ensure a fair treatment of all students in line with University assessment and examination regulations.

I would like to point out the following:

- Listening tests

I have expressed reservations in my previous 2 reports concerning the listening tests across modules.

What I have seen in the students' scripts, this year again, confirms that the format of the questions and answers makes it difficult to assess whether students clearly understood what they heard and to mark accurately and consistently. The questions and the key must be tighter to mark comprehension rather than what students have heard but not necessarily understood. A tighter key would also allow to limit the impact of the quality of French used in the answers (i.e. problem of mixing two skills – listening and writing in French).

- ML3701 oral presentations

I would recommend adding an analytical element to the marking criteria to be in line with the CEFR level and allow to discriminate between descriptive and analytical presentations, where students argue for or against a case, support a point of view rather than just convey pieces of information.

- ML2702 oral assessment grades

The marks awarded were overall too high (5 to 10%), considering the level of French and quality of communication, if I compare with Warwick students of the same level. Students awarded a high 2.1 would have been awarded a low 2.1 in Warwick, students awarded a low first would have been awarded a high 2.1 and so forth. I

reported this to [REDACTED] before the examination board so that it could be addressed.

4. Year-on-Year Comments

See (3) above.

5. Preparation / Induction Activity (for new External Examiners only)

N/A.

6. Noteworthy Practice and Enhancement

No formal exam specifications exist for each module although it is standard practice for university departments to have them. I would recommend drafting some so as to enhance transparency, assessment validity, consistency & comparability across modules, levels and cohorts.

More detailed marking criteria for productive skills (writing and speaking) would make the marking process more consistent and transparent.

7. Appointment Overview (for retiring External Examiners only)

N/A.

8. Annual Report Checklist

Please include appropriate comments within Sections 1-7 above for any answer of 'No'.

		Yes (Y)	No (N)	N/A (N/A)
Programme/Course Information				
8.1	Did you receive sufficient information about the Programme and its contents, learning outcomes and assessments?	Y		
8.2	Were you asked to comment on any changes to the assessment of the Programme?			N/A
Draft Examination Question Papers				
8.3	Were you asked to approve all examination papers contributing to the final award?	Y		
8.4	Were the nature, spread and level of the questions appropriate?	Y		
8.5	Were suitable arrangements made to consider your comments?	Y		
Marking Examination Scripts				
8.6	Did you receive a sufficient number of scripts to be able to assess whether the internal marking and classifications were appropriate and consistent?	Y		
8.7	Was the general standard and consistency of marking appropriate?	Y		
8.8	Were the scripts marked in such a way as to enable you to see the reasons for the award of given marks?	Y		
8.9	Were you satisfied with the standard and consistency of marking applied by the internal examiners?	Y		
8.10	In your judgement, did you have the opportunity to examine a sufficient cross-section of candidates' work contributing to the final assessment?	Y		
Coursework and Practical Assessments				
8.11	Was the choice of subjects for coursework and / or practical assessments appropriate?	Y		
8.12	Were you afforded access to an appropriate sample of coursework and / or practical assessments?	Y		
8.13	Was the method and general standard of assessment appropriate?	Y		
8.14	Is sufficient feedback provided to students on their assessed work?	Y		
Clinical Examinations (if applicable)				
8.15	Were satisfactory arrangements made for the conduct of clinical assessments?			N/A
Sampling of Work				
8.16	Were you afforded sufficient time to consider samples of assessed work?	Y		
Examining Board Meeting				

		Yes (Y)	No (N)	N/A (N/A)
8.17	Were you able to attend the Examining Board meeting?		N	
8.18	Was the Examining Board conducted properly, in accordance with established procedures and to your satisfaction?			N/A
8.19	Cardiff University recognises the productive contribution of External Examiners to the assessment process and, in particular, to the work of the Examining Board. Have you had adequate opportunities to discuss the Programme and any outstanding concerns with the Examining Board or its officers?			N/A
Joint Examining Board Meeting (if applicable)				
8.20	Did you attend a Composite Examining Board, i.e. one convened to consider the award of Joint Honours degrees?			N/A
8.21	If so, were you made aware of the procedures and conventions for the award of Joint Honours degrees?			N/A
8.22	Was the Composite Examining Board conducted according to its rules?			N/A

Please return this Report, preferably in a Microsoft Word format, by email to:

ExternalExaminers@cf.ac.uk

Your fee and expenses claim form and receipts, should be sent electronically to the above email address or in hard copy to:

Clive Brown, Registry Officer, Registry & Academic Services, Cardiff University,
McKenzie House, 30-36 Newport Road, Cardiff, CF24 0DE