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**Arab Open University**

**Summary of External Examiners Reports**

**Academic Year: 2024-2025**

**Semester: Fall**

**Programme: FLS**

**Tracks: BA in ELL and BA in ELLT**

**No of External Examiners of the Programme: 4**

**No of Externally Examined Courses: 4**

1. **Chief External Examiners' response and Comments: Prof. John Strachan**

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| **Please confirm that the assessment and standards set for the programme are consistent and appropriate, and that the processes for assessment and determination of awards are fair, reliable across the provision.** |
| * “I can confirm that the standards set are appropriate for the award element, based on my knowledge of the appropriate documentation shared with me over previous years (and updated on a regular basis, where necessary). I also confirm that the standards here are equivalent to comparable courses in Children’s Literature in Great Britain.” |

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| **Please confirm that sufficient information and evidence of professional work and students’ assessment were -received by the programmes’ external examiners to enable them to t fulfill their role.** |
| * I saw a good number of scripts and was very pleased to note consistency of marking throughout. There was some very sophisticated analysis in the higher-end scripts, offering illuminating takes on both classic and more contemporary texts in children’s’ literature.” |

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| **Commendations:** |
| * I strongly commend the way in which external examiner feedback is dealt with in this module, and in the Faculty of Language Studies in general. EEs are invariably listened to, with our feedback informing pedagogic practice and addressed directly in the agenda for each CAC and not addressed in some perfunctory manner. This is very good practice. |

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| **Suggestions for Enhancement** |
| None |

1. **Extracts from External Examiners report form**

**External Examiner Name: Dr. Gabriel Ozon**

**Examined Modules: L201A&B &U214A&B**

Please comment as appropriate on the following:

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| 1. The academic standards for the programme/module. |
| * I believe the standards are appropriate for the award, and comparable with other institutions in the UK. |

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| 1. Performance of students in comparison to similar programmes |
| * I inspected samples of student work (TMA, MTA and FE), clearly organised into branches and mark range/s. I believe I have seen a sufficient number of scripts to allow me to fulfil my role. |

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| 1. The quality of students’ work, their knowledge and skills and achievement of learning outcomes. |
| * I have seen very good work, which demonstrated ample achievement of the learning outcomes * The materials I have seen are excellent, and the students I have met were all very grateful of the support their tutors provided, both in person and online. |

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| 1. The strengths and weaknesses of the students |
| * It was very useful to hear students making very positive comments about writing centres, and the extra support that students are getting from tutors, something which goes above and beyond expectations and besides writing skills. More recently, student support has been extended by the use of new technologies, e.g. the use of chatbots to help navigate module content, as well as to provide assistance with the specifics of a module (this via the VLE and via downloadable mobile apps). |

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| 1. The Quality of Assessments (design, methods and making schemes) |
| * Assessment and standards are appropriate and consistently applied throughout. The processes for assessment and the determination of marks are transparent, thorough, and eminently fair. |

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| 1. Standards of Marking and grading students’ assessments |
| * I was satisfied the marking was scrupulous and fair. Once again, I am very grateful for the development and provision of marking sheets/rubrics, which contribute to ensure parity across the different branches. |

**External Examiner Name: Dr. Anissa Daoudi**

**Examined Modules: TR301, TR301N, TR302, TR303, TR304, TR305, TR306, TR307 & TR308**

Please comment as appropriate on the following:

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| 1. The academic standards for the programme/module. |
| * The standards set are appropriate for the degree and relevant to the overall programme |

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| 1. Performance of students in comparison to similar programmes |
| * The quality of the papers was satisfactory. It reflected students from both spectrums. |

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| 1. The quality of students’ work, their knowledge and skills and achievement of learning outcomes |
| * I particularly liked the papers which gave the students the opportunity to write creatively. |

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| 1. The strengths and weaknesses of the students |
| The strength of the students reflects their ability to grasp the material taught. |

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| 1. The Quality of Assessments (design, methods and making schemes) |
| * The assessment strategy was approved, and the marking criteria were discussed. The assessment was overall fair. |

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| 1. Standards of Marking and grading students’ assessments |
| * The assessment was overall fair. There were cases where the marking was a bit harsh in giving for example, 0.75 for a piece of writing rather than giving the full mark. This has been discussed with the tutors. * The marking comments were instructive. |