

School of Computing, Creative Technology and Engineering

Undergraduate

- BENEE Electronic & Electrical Eng(UG)
- BENEM Engineering Management(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.

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:

All modules were taught well and assessment were rigorous and carried out with due care and diligence. Examples of good practice of Learning, teaching and assessment can be found in Modules such as Analogue Electronics(Level 5), Electrical and Electronics Principles 1 (level 4) and Engineering Systems and Data Acquisition(Level 4) where it encourages progressive learning through monitored workshops and periodic tests at end of each significant topic and knowledge acquired is further used for the rest of the modules

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 courseplease 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).

Staff have been exceptionally helpful making access to all modules readily available and gave positive response to suggestions.

(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 overall performance of the students were comparable of other similar institutions. Their mean marks were of scheme norm

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

Majority of the students showed evidence of good grasp of knowledge acquired and the ability to apply knowledge however some students need to have further enhanced skills in writing and presentation especially at Level 4.

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

Showed evidence of well organised and structured, design of assessment and examination papers and standard of marking is good and comparable to similar institutions. There were some good elements in the practical tests

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

Excellent resources available to students and the curriculum is a very good standard with some good to excellent results by students across the spectrum

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

The VLE showed the value in monitoring engagement with students and their progress.

(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.)

Module contents are consistent and relevant, up to date and meet with industry requirements. The modules assessments were inline with the required standards and met the learning outcomes stated.

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

The work submitted and projects carried out by the students with their presentations gave a good reflection of staff student engagement with evidence of knowledge acquire and applied with best professional practice.

There is however one module Electronic Engineering (Level 4) where the number of submissions of assessment could be improved as there were a higher number of non-submission which lowered the mean mark of the Module. This could be achieved through better student/staff engagement.

(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

(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).

None