

## School of Built Environment And Engineering

### Undergraduate

- HGEOG Human Geography(UG)
- HUGEH Human Geography & History(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

# External Examiner's report summary

	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)

Yes

## Areas of good practice/commendation

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

This year was a particularly difficult as staff and students were forced to deal with the changed circumstances brought about by the Covid-19 crisis. I have the greatest admiration for the skill, sensitivity, care and attention which Geography staff brought to dealing with the issues. Their approach to handling the situation was I feel exemplary in terms of maintaining academic standards of rigour and fairness whilst being always aware and attentive to student needs and pastoral care.

## 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.			

If your answer is 'no', please provide a brief statement (bullet points) of the respect(s) in which they fall short.

also have attended).

The operation and conduct of the Progression and Award Board was efficient, conscientious, and thorough. I felt the whole examination process went remarkably well given the unprecedented circumstances and I would like to thank staff for the efforts they put in to make things run smoothly.

(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.

Student performance is wholly comparable with levels of work in other institutions.

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

Students demonstrate a good grasp of key areas of geographical knowledge, concepts and relevant skills. The changes made to assessments in response to the Covid-19 crisis were carefully tailored to meet learning outcomes.

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

These standards and structures are robust and thorough.

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

The BA Hons Human Geography and BA Hons Human Geography and History are both very well-designed programmes that provide students with a full and well-rounded learning experience in Geography. This is reflected in some very high standards of student performance across both degree programmes.

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

This seems to work well for students and staff

(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.)

Geography modules are of consistently high quality. There are some excellent module materials and that some of I find some of the assignment advice examples of very best practice. Staff module evaluations were excellent where these were available and the really provided me with useful insights into how modules had run this year.

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

Staff/student engagement seems to work well. I have no current concerns.

(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 have no current concerns in relation to the University's academic regulatory framework.

(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).