

## Clinical And Applied Sciences

### Undergraduate

- BIOMS BIOMS (Medical Biochemistry)(UG)
- BIOMS BIOMS (Medical Microbiology)(UG)
- BIOMS BIOMS (Molecular Biotechnology)(UG)
- BIOMS BIOMS (Pharmacological Sciences)(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)

Yes

## Areas of good practice/commendation

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

DNA Technology, Infectious Disease and Molecular Microbiology modules all demonstrated excellent feedback, praise and clear indications on how students could have scored more marks. All academic staff, at considerable time and effort, redesigned the appearance and presentation, of their modules on Blackboard, creating a uniform presentation for students. This had been requested last year and it was completed at the end of 2019, making material easier to find for students and external examiners. Staff supported students and delivered online teaching an assessment as required by the pandemic and should be highly commended for the extra work that this entailed and their efforts to minimise disruption to all of their students. I specifically note that the university-wide 4 week extension, awarded to all students, came at a great disadvantage to staff in managing their workload and being able to mark assignments. I would hope that this extra work is formally acknowledged by university senior management.

## 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."	X		

# External Examiner's report summary

\*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.

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

Well organised (delivered via Zoom), all student grades were e-mailed prior to the meeting and, where applicable, individual student performances and circumstances were discussed and taken into account. University guidelines were followed and all students were consistently treated fairly and according to university 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.

On average students gained higher grades from the COVID-19-required online exams, than during in-person exams from previous years. However, this was also seen in my institution at the Open University. I have no concerns over this since the exam questions were of consistent quality and tested student's understanding, rather than merely factual recall. Having more time to complete their assessments, and research extra detail, seems to have enabled many students to improve their performance.

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

The students appeared to have the same strengths and weaknesses in comparison to other universities. Practical elements were a particular strength and reports were written on sample data that was provided when lab sessions were cancelled at pandemic lockdown.

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

I received all exam papers in advance and any queries were answered promptly. I had only a few very minor suggestions for alteration, which were mainly typographical errors

## students in the assessment

I have no concerns. Despite the pandemic, students were still rigorously assessed and the increase in grade is merely a reflection of good students using the increased time to improve their work and demonstrate better understanding the skills and underlying biomedical science. Those students who were already struggling academically (for many reasons) were not seen to suddenly score high marks therefore, I'm content that academic standards have been maintained.

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

Uniformity in module appearance and online presentation was greatly improved this year. This allows students to easily find all required coursework and assignments. Feedback was via Turnitin, recorded lectures and online quizzes all enhance the learning experience.

## (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.)

I reviewed eight modules in the BSc and MSc programmes. The module packs that I received were very well organised, although I couldn't access sample scripts from several modules and there was no time to resolve this issue due to the tight deadlines outside of the control of staff.

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

Cannot comment this year due to the pandemic and consequently not being able to talk to students or read any student feedback.

## (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.

N/A

## (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

