

Clinical And Applied Sciences

Undergraduate

- BSCEH Environmental Health(UG)
- BSEHS Environ Health Studies Dchet(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.

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.

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:

A strength of the programme is the applied aspect of the teaching which is then followed through into the assessment. This ensure students are given a strong grounding in both the theory of Environmental Health and its application in the 'real world'.

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.	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).

External Examiner's report summary

I attended both the Module Board (15/7/20) and the Progression and Award Board (22/7/20) which were held via MS Teams / Skype due to the COVID outbreak. This did not affect the operation or conduct of the meetings which were well chaired and professional.

(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.

I was provided with a range of student samples and agree that it is comparable with the level of work from other institutions.

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

A strength of the programme is that students are given a range of opportunities to apply Environmental Health theory in 'real world' scenarios. This provides a safe learning environment for students before employment.

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

The assessment briefs were clearly written and in many cases were provided to me for comment in advance of their dissemination. There was clear reference to internal moderation of assessments between staff and most assessment had clear marking frames to promote consistency. Recommend that where there is a difference of opinion between first and second markers that the final decision reason for the mark awarded is clearly logged.

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

As would be expected student performance varied and I was able to look at a range of student work. It is good to see the full range of marks being used and there were some excellent examples of student work. It was clear from the discussions at the module board that students who had lower marks had often been given opportunity to receive additional support from the module tutor and / or programme leader.

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

External Examiner's report summary

The VLE appears to provide appropriate support to students and I am sure will be built upon as part of a blended approach to learning required due to COVID. I would encourage the increased use of the VLE for students work to be submitted and marked.

(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.)

The modules that I reviewed contained the expected content of a CIEH accredited programme. The assessments are fair, appropriately challenging and linked to the module learning outcomes.

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

This is a longstanding and experienced accredited Environmental Health programme which balances academic content with professional practice.

(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 comments or 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).

No comments