

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.

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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:			

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:

Emphasis on practical skills using teaching and good assessment. Clear opportunities for students to gain knowledge of law and practice which is invaluable for this course given the career that it leads to.

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).

Professional and informal enabling an inclusive feeling. Always feel welcome and invited to offer

comments. Ref made to the professional body requirements during Boards to ensure compliance

(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.

Although I no longer manage an undergraduate course, I am still involved in teaching and can confirm performance of students is comparable to that of other similar institutions and course.

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

Agreed. Similar issues with reflective learning which remains a mystery to some. However, evidence that staff have made specific efforts to address this with those students who struggle with this concept.

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

I have always been impressed with the design and marking of examination papers and other practical forms of assessment. I believe this is a strong point of the course delivery team as it reflects the practical nature of the course and therefore satisfies the needs of the professional body. I think students fail, not because of the quality of teaching or in how it is assessed, but for other reasons closer to the student which maybe out of the control of the lecturers.

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

Agreed - see earlier comments.

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

I have no real practical experience of My Beckett other than to say it is clearly well populated and students are provided with a range of materials beyond the teaching materials

External Examiner's report summary

(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'm happy with the course. Modules appear to be set at a consistent level and the performance of students suggests that different students achieve different learning outcomes.

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

Staff/student engagement appears very good and I sense the staff care about the progress of their students.

(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).

I have no comment to make