

Clinical And Applied Sciences

Postgraduate

- DIETM Dietetics(TP)
- MSCNN Clinical Nutrition(TP)

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

Some students had submitted outstanding work

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.

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Actions from last year's report

(This will not be relevant if you are examining for the first time)

No

Areas of good practice/commendation

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

Despite a different exam format for many modules due to Covid-19 the quality of submitted work showed that many students could reflect on their clinical placements and apply to practice questions. By examining through written work, case study discussion, reflections, learning contracts and shared presentations students different learning styles could be accommodated
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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.

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

I was unable to attend the Progression and Award Board as on planned annual leave. I attended the Module Board via Skype on 14 July 2020. I was sent the link in advance along with the meetings papers. We were all able to introduce ourselves and the meeting worked well with staff present being able to discuss individual cases for students who had been affected by Covid-19 or who had not passed or were deferred

(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.)

n/a

(c) The overall performance of the students, in relation to that of comparable levels of work in other institutions.

As expected I viewed a range of students work which reflected high, mid and low marks. Some students demonstrated very high performance and I consider this to be line with performance of dietetic students in other HEIs that I have contact with. Students work I reviewed who scored at the lower end was not factually incorrect just showed little depth of knowledge, reflection and critical analysis

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

There was a wide range of knowledge and skills demonstrated with the students work I reviewed. The case studies discussed in Specialist and Applied Clinical Nutrition and Applied Nutrition Support demonstrated this variation in particular in relation to knowledge, critical reasoning and application of dietetic, communication and professional skills. Weaker students struggled with reflecting or placement experience and use of the evidence base but on the whole I was impressed with the standard of the work submitted. I felt the standard of the presentations and learning contracts viewed for Professional Development for Practice was to a higher standard this year

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

This was well organised and everything was available to view on PebblePad. The module handbooks showed how the module would be assessed and the marks awarded to the different assessed components. I could view the marking scheme and was able to see the marks awarded to the students work I viewed. For Applied Nutrition Support I was sent the prior to the exam and had the opportunity to submit any comments /changes.

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

External Examiner's report summary

From reading the module handbooks the content was relevant to current dietetic practice and the different teaching methods were used to accommodate different student learning styles. The work I reviewed showed how the students had used the taught material and were able to discuss and use in an appropriate way for their patient groups. This was demonstrated through reflection and critical analysis which often demonstrating patient centred care

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

Much easier to use than previous years and all the password and links worked really well and I could hear sound on the recorded work. Only one recording was a bit harder to hear but I could still make out what was said

(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 students work for the following modules

- Applied Nutrition Support - learning outcomes achieved. Interesting that some students did really well with case study assessment and then struggled more with justification and vice versa
- Practice Development for Practice - offered a range of ways to meet learning outcomes. Group work presentation were to a higher standard this year and were creative and entertaining while demonstrating enthusiasm and understanding of the subject area
- Reflection & Consolidation - some excellent information that was related to placement experience, demonstrated good reflection and related to the evidence base
- Specialist and Applied Clinical Nutrition - just one student to review but of a high standard and great range of case studies discussed. Impressed as English not first language and needed little prompting

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

Many examples of student engagement - this was most obvious with recorded work and especially the presentations where interaction was evident with staff and 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

I was impressed with the way the university and students adapted in these challenging times to complete exams on time and maintain the quality of student assessment

(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 comment