

Clinical And Applied Sciences

Undergraduate

- BSCNU Nutrition(UG)
- DIETT Dietetics(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

I was delighted to note that there was absolutely no evidence of grade inflation in the work I saw (which is of concern in many other institutions and has been reflected on at length in the media). The level 6 module leaders in particular should be congratulated for this.

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:

Feedback at all levels has been noted in my end of year report to the module team, with particular modules in this programme at both levels 5 and 6 being commended for their 'feed forward' design/ nature. The personalised address of feedback showed that the staff are very aware of their students needs and career plans, and have tailored level 6 feedback in particular to those goals.

The impact of CV-19 on work was managed well by all staff I discussed work with, and in many cases the students appear to have gained benefit in some aspects through their reflection on lost opportunities (in particular with transferable skills in collaboration, reflection and distance working).

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		

External Examiner's report summary

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).

Reactivity to CV-19 in all assessment amendments and marks awarded remained carefully reflective of the Core Competencies mapped to the course provision in all modules.

(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.

The marking rubrics clearly highlighted variance in expectation at each award level, and this was reflected within and between modules.

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

The assessments used in the course shows a nice selection of opportunities for the students to develop and extend their knowledge and application of skills, and requires them to demonstrate higher level skills (creation/ evaluation) at later stages of their degree and at higher levels of attainment. At all levels, passed work shows the minimal levels of knowledge and understanding needed by graduates, and focuses on skills needed to demonstrate application and analysis where this is lacking as a means to convert a failing grade to a pass.

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

Coordination of all work and discussion around that was beautifully organised by the programme lead and course administrator.

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

Use of and alignment to the Association for Nutrition core competencies is evident across all aspects of the course. Internal moderation was evident in all work reviewed and feedback was sought from me (as

External Examiner's report summary

external) both with regard the professional body requirements and student experience/ inclusive teaching and assessment methods (both areas where I have considerable experience).

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

The external examiner space is a really useful means of accessing materials without having to have any student information/ grades etc stored on my laptop. The course administrator makes this very easy to manage, and by posting my reports onto the same space, accessibility of those comments to the whole course team (rather than individual module leaders only) is I hope eased.

(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.)

There is very clear development of materials across all levels within the courses, and the programme team are small enough to collaborate well and ensure extension by level. A few (minor) issues have been raised with individual modules and potential opportunities for improvement, each of which is being managed appropriately by the course team.

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

I have not reviewed the career development of individual staff members with regard FHEA etc status however I am aware that their professional competencies (in nutrition and dietetics) are up to date, that they teach to their specialisms (where they are therefore up to date with their materials).

(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.

The flexibility introduced to the regulations with regards 'exceptional third opportunities' for students impacted by CV-19 is considerably more lenient than the adjustments being offered at my own institution. The capacity offered to each programme lead with regard how they apply these adjustments was prompted by the Course Administrators/ Quality staff at the board, and I was delighted to see the teams focus being first with the professional body regulations and then with the student experience. Staff workload has very clearly been considerable due to the pandemic, and this was not considered at all by the team in all discussions - the student experience and the professional body requirements were prioritised above all else.

(k) Collaborative Provision: please include here any comments you wish to make on elements of

previously in this report).

n/a