

## Clinical And Applied Sciences

### Postgraduate

- MSCNP Nutrition in Practice(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

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

# External Examiner's report summary

"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)

N/A

## Areas of good practice/commendation

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

- Relevant learning content with excellent practical material designed to support learning and thinking process.
- Assessments and their marking schemes are clear and detailed. Information technologies are appropriately used to enable online submissions and marking for faster turnaround.
- Feedback in coursework is extensive, timely and relevant impacting positively assessment. Meaningful feedback released to help students to improve their own work.
- Administration during the year, and at the Assessment Board meeting was efficient. I was able to use easily the VLE for student work and documents.

## 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.	<b>X</b>		
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).

I was not able to attend the Award Board but was given access to all papers. Fortunately, I did attend the Module Board in February; the meeting was well chaired and supported by an effective administration team. Students were considered in a fair manner. Both internal and external examiners were given opportunities to ask questions and comment on agenda items as appropriate.

(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.

Very comparable. High standard was evident reflecting the quality of work submitted as well as the staff commitment.

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

Assessed sample had a good range of marks supporting knowledge and understanding in most cases. Some students were able to reach a high standard especially those who actively engaged with module activities and assessment from early. Most assessments require proper planning and starting early is key in particular in areas where practical and analytical/reflective skills are required. Less strong students were well supported with constructive feedback applicable to future assignments.

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

High standard in assessed coursework covering the learning outcomes; some innovative cases and useful for graduates' career. I reviewed samples of assessed work for 4 modules and I can confirm the feedback and scores awarded were fair reflecting the standard of the student submissions. There was evidence of internal moderation. The amount of feedback was very good including supporting improvement for future assignments. There were some students with mitigating circumstances which I assume is due to the current Covid-19 situation.

(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

Curriculum is very interesting and useful allowing students to put in practice learned skills. Lecturers have been working very hard in providing engaging resources and feedback (formative and summative) supporting students in their learning journey and reaching their potential. Guidance on assessment and marking scheme were usually clear, detailed and available at the beginning of the module allowing for advanced planning. Provision of assessment support sessions throughout module delivery would also be beneficial as it may push for a timely start and application of constructive feedback.

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

Very good use of VLE for learning opportunities, lecturers and student communication and assessment. I had no issues with using it.

(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.)

Modules' content and assessment are relevant to the Nutrition profession and meet the learning outcomes set. Students' module evaluation and performance have been carefully considered by lecturers when developing resources and assessment. I provided detailed comment on the modules that I am reviewing.

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

From the modules I was given to review, it seems there is plenty advice and opportunity for students to engage with staff during tutorials/workshops and VLE resources including discussion boards. Students can gain useful skills in research and professional practice, e.g. reflective writing; ability to communicate in oral and written forms; how core competencies of the professional accreditation body are met; evaluation of public health strategies; literature review.

(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).

N/A