

## Clinical And Applied Sciences

### Undergraduate

- PHYSI Physiotherapy(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

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)

Yes

## Areas of good practice/commendation

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

Similar to last year, the learning resources across all module that were reviewed from myself were consistent in relation to resources meeting all preferred learning styles (video, articles, podcasts, webinars, recorded lectures and academic books). The communication from lecturers to students regarding methods of assessment, marking approaches and feedback time frames was made very explicit and to all students. The range of assessments were fit for practice and the team did a great job in altering some of the assessments that required changing due to the impact of Covid. To have done this in a short time frame but yet for it to have not impacted on student performance was excellent.

## 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 have been quite impressed regarding the conduct of the board this year (module board 16/7/2020). Given the fact that this was delivered through a digital platform as opposed to the traditional face to face approach ran smoothly and appeared to be free of any systems failure. All module leads were given a voice with respect to their module evaluations and it was clear that the module leads strive to improve the already high standard of teaching they perform. It was good that the externals were given a platform to offer any comments regarding quality assurance.

(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 performance of students for the modules that were reviewed were comparable with other UK institutions. Some modules (in particular the research methods module) were much higher achieving than the national averages so well done.

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

There were only a few students who appeared to struggle with aspects of knowledge, writing and application of skills, leaving the majority of students in the cohort demonstrating great strengths. For the few who under performed during their assessments, it was great to see the amount of feedback and support that was provided to them.

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

The overall organisation of the assessments for the modules that I reviewed was excellent. All modules ensured that assessment information was communicated using more than one medium. For example, the assessment criteria could be found within the module guide, assessment tab and further assessment guidance was provided via BB announcements. This certainly would minimise any student anxieties in relation to finding the assessment information.

From a pre-covid perspective, the design of the assessments were clinically relevant and varied e.g. 2000 word assignment, practical exams, presentations using pebble pad, all of which enabled all students to work to their strengths. For the post-Covid assessments, these could only be delivered through a digital platform (vivas, presentations with voice overs, written work etc). Despite this, the assessments that were changed still enabled students to hone in on clinically relevant skills e.g. clinical reasoning, communication,

critical and personal reflection, so again a credit to team in making this a smooth assessment process for the students.

I would like to also congratulate staff for providing feedback within the turn-around period which meant that students were receiving feedback in a time efficient manner.

The marking quality from the module team demonstrated a clear clinical expertise from the staff. For example, during the applied anatomy online exam, it was evident that when a student was factually incorrect regarding their anatomy, the experienced staff were able to elicit students' knowledge through appropriate questioning. This obviously requires an experienced and knowledgeable academic to enable this.

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

Whilst Covid has caused institutions to upskill in order to teach more digitally through innovation, the BSc Physiotherapy curriculum already appeared very contemporary when compared to other institutions. Some institutions have had to quickly learn how to provide students with the future ready digital skills for practice, whereas with Leeds Beckett, I am pleased to say that these graduate ready skills were already a strong foundation of the modules within this programme. Considering the students had more digital/online assessments to undertake, the level of performance was not affected in any way.

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

My Beckett is relatively user friendly. The dash board enabled a student friendly approach and information that students needed to retrieve was straight forward. The use of labelled tabs helped with the organisation and storage of information and the layout of the announcements page helped the students to organise and prioritise their study/ workload. For the module leads that uploaded their work for me to review in the external examiner module box, I found this extremely helpful as most of the information I required to complete my reports were all in one place.

## (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 overall module content and module assessments were overall excellent. There is a clear mapping of module learning outcomes, module content and assessments. For example placement 2.2 involved practice placement and a critical reflection. Not only was this suitable for the level 5 learner, it encouraged reflection, which is a CSP and HCPC professional requirement. Even in light of Covid, the way in which assessments were adapted still encouraged relevant clinically applied thinking skills. For example, the level 4 Applied Anatomy consisted of a 30 minute practical assessment. Not only did this meet the module learning outcome, having students demonstrate their anatomical understanding through a practical assessment is a great example of preparing them for practice. Due to Covid, this assessment was changed to an online exam. This still enabled students to demonstrate an applied approach when describing how each anatomical landmark could be located.

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

It is clear that the modules involve a team of lectures who are experts in their respected fields. It was pleasing to see that most lecturers who do not have a PhD are on the trajectory of a PhD. It was good to see that there are a number of lecturers who are still clinically active. This is excellent for students to have up to date practice being transferred directly into the learning environment. The aforementioned certainly brings quality and added value to such a programme.

(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).

No further comments