

## Clinical And Applied Sciences

### Undergraduate

- SHEMB Safety Health & Environ Mgt(UG)
- SHEMS Safety Health & Env Mgt Mdis(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

# 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
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## Areas of good practice/commendation

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

In light of the C19 pandemic this year it has been challenging for all academic institutes and learning environments. The whole team at Leeds Beckett have adapted to the current ever changing situation to ensure students and those in supporting roles such as EE's have been kept aware of all situations, and ensuring that progress and awards have been achieved with rigour and robustness during this difficult period.
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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).

# External Examiner's report summary

The Examination Committee meetings and board I have attended are was very well organised, there are clear agendas. The meetings are open, fair and engaging.

(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.)

I did not set any specific actions in my report last year. However I did comment that report writing by students needed to reflect their academic argument in practical report writing. Work over the year by the academic team has continued to develop systems and support mechanisms to ensure students continue to develop and improve in this very technical but critical skill set.

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

The overall performance of students on this programme is comparable to that of students within other UK institutions, that I am familiar with.

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

It is evident that during their course studies students are exposed to a significant range of relevant health, safety and environmental topics and in a very practical way that is likely to contribute to their employability within the industry. This exposure is delivered from a practical perspective designed to encourage and promote the skills required by students as they transition from student to employee. This should continue to be encouraged.

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

The breadth and depth of assessment types is commendable. Benefits to the students are that it gives both variety and an opportunity for students to demonstrate their skills sets and for those who may struggle in particular assessment types e.g. exams to shine in other assessments such as reports or practical presentations.

As mentioned previously the report writing of some students and their ability to apply academic rigour to their research of a subject matter in reading and citation appears for some to be challenging. The academic delivery team are continually developing and reviewing the methods to support students in achieving their best potential.

The assessments within the modules are based on topics from historical events and current issues and provide thought provoking learning for the students. The collaboration between the academic leads demonstrates how they work as a team to ensure and concerns are highlighted and dealt with in the moderation process. This collaboration is also evident with the external examiners, I have been sent examination papers to comment on prior to the exam being set. I thought this demonstrated forward

thinking management and positive engagement with the whole team.  
The moderation process appears to work well.

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

The course has been accredited by the industry lead bodies as such the curriculum is planned to ensure consistency with the accrediting bodies requirements.

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

The system is easy to follow and intuitive to use. Module leads and tutors load course/module resources and learning packs into the relevant area and then give students clear instruction of where the information is. This also works with the ability to load moderated work for EE's to review and comment on saving endless email trails and over generation of additional files.

(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 a good depth and breadth of modules and strong links between them, forming a structured learning pathway.  
Content and assessment within each module is well structured, delivered and address the learning outcomes.

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

Teaching staff are active members of the accrediting body, therefore the curriculum is continuously developed in line with the current agendas of those lead bodies. Staff also are working towards further research studies themselves this will further add to the course value.

(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.

I have no further comments or concerns for this section.

# External Examiner's report summary

collaborative provision for which you have responsibility (in addition to those you may have indicated previously in this report).

I have no further comments or concerns for this section.