

## School of Computing, Creative Technology and Engineering

### Undergraduate

- BSCNL Computing(UG)
- BSCPH Computing(UG)
- CMPXX Computing(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:

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#### 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

The numbers at the collaborative partner are very high but the standard of the work is equivalent to the standard expected in the UK and also that achieved by Leeds Beckett students in the UK. Student achievement at the Nepal partner exceeds the achievement of their Leeds counterparts. I confirm that the assessment and moderation process is fair and consistent.

# 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:

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## 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.

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## 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:

Some modules have introduced phased development of assessments with interim marks and formative feedback. This has particularly generated significantly improved student achievement at home and at the partner.

## 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).

preparation of the papers is compact and comprehensive providing all details for every single student which are mentioned by name and given full consideration. The Board continues to be very well and efficiently conducted.

(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.

Student excel in some module and are simply passing other (mainly practical) modules this is entirely comparable with other UK HEIs

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

This year has seen continued improvements in the student achievement indicating increased acquisition of knowledge and skills.

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

~Assessments are well specified. Many learning outcomes are assessed twice in a module. This seems to indicate that students are over assessed. It is good to see more modules providing interim formative assessment points allowing students to do really well on subsequent assessments. Marking is good, moderation is a little tokenistic on some modules leaving the constructive criticism to the external examiner. An improvement would be to not have all the students doing the same assessment. Allow them to apply what they have learnt to an application or solution that interests them - you will get much higher achievement.

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

The course provides excellent opportunities to acquire practical skills for industry with up to date software and standards. Lecturers are enthusiastic and have up to date content and tools. This is

particularly encouraging.

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

My Beckett is populated with a great variety of resources, not just text. The layout for the students is consistent making it easy to navigate.

(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.)

Each module moderation form is populated with internal moderations signatures and occasionally associated comments. This leaves constructive criticism to the external in most cases. Full analysis of modules with feedback is provided for all modules I moderate. Blackboard is very well used by all tutors. The student experience appears to be fine.

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

I have not been able to speak to students this year. So I am unable to comment.

(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.

Last year I raised a significant concern regarding students passing modules with zero in one component of assessment. Although I raised it in my report last year. The programme leader responded, central Quality did not respond to the institutional regulation that permits this. I continue to see students with marks of 10% and one 7%, particularly in examinations, remains a matter of considerable concern. Assessing learning outcomes once reduces the burden on students allowing a greater depth and or breadth of experience.

(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).

The collaborative provision is exceptionally good, high numbers and very high levels of achievement from the students. Good relationships between tutors and programme leaders helps a lot.

