

School of Computing, Creative Technology and Engineering

Postgraduate

- MITMN Information & Technology - ITM(TP)
- MSCIT Info & Tech - Network Systems(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
"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:

The template of the module moderation form has been tailored to enable module leaders to record and detail the changes made in teaching delivery and assessment due to Covid-19.

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.			

(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

I attended the BCN Board via Skype on 20 August 2020. I am satisfied that the Board was conducted in a professional manner.

(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 overall performance of the students are comparable with those in other institutions.

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

Although overall student performance was at appropriate level, new international students clearly needs more support on academic writing at master level when adapting to online delivery.

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

Sample feedback on students' work is clear and effective according to marking scheme. Pre and post assessment moderations were evidenced.

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

Summary of the module delivery and assessment plan for pre and post closure were clearly documented. Additional online material was developed to support students' learning.

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

The structure and completeness of the content provided in the EE folders on My Beckett have been improved. The quality of the EE folders is good and is consistent across most of the modules.

(h) Module content, consistency of modules and module assessment across the course and the achievement

you examine.)

Module Handbooks were well structured with detailed information on learning outcomes, assessment arrangements. Grading criteria / marking schemes were available to students when assessments were set.

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

I would expect more evidence to be provided in this area in the coming academic year, especially when most of the teaching moving online. For example, how do staff develop their teaching and assessment strategies to maintain and enhance student engagement in their online studies.

(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.

N.A.

(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).

It seems there is only one internal staff was involved in marking for the Dissertation module in BCN based on the Assessment and Marking Moderation Form. Double blinded marking of dissertations should be in place for future cohorts.