

## Cultural Studies And Humanities

### Undergraduate

- 54670 Watching the Detectives(L5)
- 54679 Theory and Practice(L5)
- 54703 Subjects of Elizabeth(L6)
- 54822 Dissertation(L6)
- 55992 Applied Humanities(L5)
- 61431 Career Cartographies(L6)
- ENGHI English and History(UG)
- HSTBH History(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

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# 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:

Like last year, I'd like to commend the varied assessment strategy, ranging from traditional essays, to learning logs, and assignments that prepare students more directly for the world of work.

## 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.			

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).

The Board was conducted with professionalism and integrity. I was impressed by the additional measures and care taken to deal with the impact of the Covid pandemic.

(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 is comparable to work in other 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.

On the English and History programme, the students' interdisciplinary skillset is an area of strength which often allows them to shine in their undergraduate dissertation. Weaknesses are similar to those displayed by students in other institutions: limitations in clarity of expression, grammar or level of research.

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

The variety of assessment types is an area of strength. This encourages students to develop a range of academic and employability skills. Marking is rigorous and fair. The quality of feedback is excellent overall. This includes feedback on presentations which is detailed and constructive.

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

The curriculum offers an intellectually challenging learning experience. It is evident to me that the programme conduct is reviewed and updated on a regular basis, which is good practice. There is a clear attempt to include diverse and global perspectives, which is to be commended. Based on the assessments I had access to, students on the programme benefit from a high level of support.

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

# External Examiner's report summary

The VLE is used extensively and well embedded throughout the programme. I saw excellent evidence that during the Covid lockdown, the VLE was used effectively to ensure regular communication with students.

(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.)

All the modules I have examined have interesting and challenging content. There is a good level of consistency in standards and students' ability to achieve learning outcomes. I have provided more detailed comments on individual modules for the attention of the programme team. This included suggestions to continue to improve consistency in terms of moderation procedures and feedback (although I should note that nothing I saw caused alarm).

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

There is clear evidence of research into teaching linkages on the programme. Students are invited to develop advanced research skills, especially in the final dissertation project.

(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).

n/a