

Cultural Studies And Humanities

Postgraduate

- ENGLI ENGLI Contemporary(TP)
- ENGLI English Literature (PW)(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

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.

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:

Many. The modules are innovative where they should be, and practical, and geared towards helping students to develop ideas and writing on their own terms. The rigour of your processes is very impressive: the moderation and feedback, which this year included consulting me about a final project that been double marked; and the development of new modules (as was evident this year), to name just two specific examples. You have also been a pleasure to work with, and that spirit is essential to a well-functioning team, not least at a time like this. I am sure the students sense this productive camaraderie too, and benefit from it.

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.

(a) The operation and conduct of the Progression and Award Board (and/or Module Board meeting you may also have attended).

Efficient and rigorous, with everyone given the opportunity to speak and be heard.

(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.

Performance is relatively high overall, and the best work is very good indeed. It is evident that all students are given every reasonable support and opportunity to achieve to the best of their ability.

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

Student knowledge, conceptual understanding and application of skills is regularly good or excellent, and it is clear students are given a lot of support.

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

Excellent. Feedback is both rigorous and generous of spirit across all assessed modules, and moderation processes are robust. Assessments are practical and inventive, with a good spread of viable assessment methods and optionality.

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

Student performance was generally consistent this year with last year. The curriculum is impressively wide-ranging considering the size of the team and programme.

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

I found it impossible to access, despite multiple attempts to do so and support from several administrators. I do not understand why my login did not work, but nonetheless it didn't.

(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.)

I have written elsewhere in this form about module content and the spread of modules on offer. All modules seem to be functioning well, are taught by knowledgeable staff, and are supported by suitable resources. Assessment practices are suitable, as are the learning outcomes.

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

(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.

(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).