

Cultural Studies And Humanities

Undergraduate

- 54671 Writing America(L5)
- 54704 Writing in a Time of Violence(L6)
- 54706 Modern American Drama(L6)
- 54707 English Lit Dissertation(L6)
- Postcolonial Writing (L5)
- 54714 20th Century Women Novelists(L6)
- 54804 Cultural Crossings(L6)
- 55991 Twentieth-Century Literature(L5)
- 55992 Applied Humanities(L5)
- 61431 Career Cartographies(L6)
- BAECW English with Creative Writing(UG)
- ENLIT English Literature(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		

External Examiner's report summary

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:

There is much evidence of diverse, rigorous and innovative teaching and assessment practice. This includes a variety of teaching styles (outlined in module handbooks) and creative forms of assessment that reflect a dynamic and fresh curriculum.

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."			

External Examiner's report summary

*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).

All boards were conducted with expertise and professionalism.

(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 best work was comparable with that of similarly high performing students at other HE institutions at which I have been external (Liverpool; Chester) and my own university (Lancaster).

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

I read a range of pieces of work including pieces which failed to achieve a pass right up to very strong first-class essays and dissertations. The majority of students demonstrate a clear understanding of complex debates in literary studies and were able to apply this in engaging and thoughtful responses. Some of the written work was outstanding.

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

The standard of assessment practice in English at Leeds Beckett is very high. The material is carefully constructed, precise and appropriately challenging. The marking is accurate fair and reflects the assessment criteria. The feedback is always constructive, detailed and thoughtful.

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

The curriculum is innovative and shows the ways in which the study of English is an evolving and dynamic

External Examiner's report summary

process. Students are clearly taught by experts in their fields and there is evidence of relevant research led teaching that translates into exciting modules.

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

My Beckett is used intelligently by colleagues. I found it useful to be able to access module material.

(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.)

Module material – as I have said at the boards – is excellent and consistent for the relevant years of study. Every module for which I read material this year appears to be working very well and learning outcomes are reflected in the assessed work.

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

The assessed work and teaching material that I've seen, as in previous years, is very impressive.

(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.

No concerns

(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