

## School of Health And Community Studies

### Undergraduate

- ANRUS Adult Nursing (TU) Rushmore
- BADNH Adult Nursing
- BMHNNH Mental Health Nursing
- BMHNNH Mental Health Nursing
- BSANA Adult Nursing (DA)
- BSANA Adult Nursing (DA)
- BSANH Adult Nursing
- BSANH Adult Nursing
- BSANR Adult Nursing
- BSMHN Mental Health Nursing
- BSMNA Mental Health Nursing (DA)
- BSMNA Mental Health Nursing (DA)
- FDSNA Nursing Associate (HA)
- FDSNA Nursing Associate (HA) (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	X		

# External Examiner's report summary

a position to assess this statement, please note here:

Please provide any further comment on the comparability of collaborative provision

Overall the achievement of students was comparable with similar courses in other institution that I am familiar with. Some students produced work that was far beyond the threshold.

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 a robust system that supports students in managing their studies. The feedback and feedforward advice is clear and consistent. The full range of marks is available to students. There is evidence of support for staff, new to the modules with clear evidence of moderation of their first marking. A very good range of assessments to meet students varying learning approaches. .

## 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*
<p>"In my view, the professional body requirements for this course have been met.</p> <p>*Not applicable if the course is not a professional body course please indicate here.</p>	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).

The boards are very well managed with a very well informed course director who is able to advice about student progress where there are complexities.

(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.

Very good performance overall by students. The assessment process in some modules that have two different assessment types allows the students to opportunity to excell in their area of strength.

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

The students seem able to grasp some of the more complex topics in the modules. This is particularly noted in the science modules.

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

The exams are well organised. I was not able to review the exams delivered during the COVID crisis because they were administered online. However, I was sent the exam papers to review prior to the exam and was able to offer feedback.

students in the assessment

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

I have had no difficulty accessing and using Mybeckett.

(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.)

The content of the modules are clearly structured and align well with the module assessments.

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

N/A

(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. I have not witnessed any issues of concern that may indicate a breach with regards to the academic framework.

(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).

I participated in reviewing the work of a collaborative provision which was finalised this year and is no longer running. I think that there was a lot learned from the collaborative relationship with regards to student development and accurate consistent assessments.

