

School of Health And Community Studies

Undergraduate

- BPHCZ Public Health (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:

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

External Examiner's report summary

"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:

As this programme is a top-up programme only to achieve the BSc, the team should be commended on their support for the students. This is particularly true for those who are fast-tracking as the results demonstrate effective support across the cohort.

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).

Whist physical attendance at the Progression and Award Boards has been disrupted towards the end of

this year due to the COVID19

pandemic, the team have worked hard to ensure that all documents have been available remotely and in advance of board meetings.

The operation and conduct of the Progression and Award Board has been in-line with Leeds Beckett University regulations. Assessment

and awarding decisions have been made and recorded accurately, in line with regulations.

(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.

For this top-up programme, the students' performance has been comparable with those of work in other institutions.

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

The final project demonstrates that the students are able to understand and plan for applying the concepts and theories underpinning health promotion to real-world health issues. The module leaders' evaluation of the module shows careful thought about the strengths and weakness of the students in relation to learning and assessment opportunities.

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

The variety of assessments and the integration of both individual and group work is appropriate for final year students. The assessment tasks are clear and well designed. The marking decisions are consistent and it is clear to see the use of the third marking processes where assessment decisions are contested. The team clearly work together well with the work for this cohort. There seems to be some slight generosity of marking at the lower end of the marking range, and detailed feedback on this has been provided to the module leaders on the individual module feedback forms.

(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 clear support for learning across the ability range, with the performance of the 'fast-tracked' students demonstrating effective support for diverse study patterns. There is clear developmental feedback provided, particularly for students who do not meet the pass threshold at the first opportunity.

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

The VLE is effectively used with this cohort, particularly as a blended learning approach is adopted.

(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.)

Detailed feedback on each module has been provided to the module team. However, across the modules reviewed, the learning and assessment tasks are consistent with Level 6 learning outcomes and provide opportunity for stretch and challenge across the ability range. The collaborative working with staff from Zambia and the UK is a clear strength of the programme and ensures learning is contextualised and both nationally and internationally relevant. Some closer scrutiny of module handbooks would be beneficial before release to students, particularly in relation to the marking thresholds. This has been highlighted for specific modules to the module teams.

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

Staff are actively involved in research and professional practice, and this benefits the students' learning experience.

(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.

I have no concerns regarding the academic regulatory framework in relation to the top-up programme examined here. This collaborative provision offers a clear positive opportunity for students in Zambia.

(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).

