

School of Health And Community Studies

Undergraduate

- BSANA Adult Nursing (DA)
- BSANH Adult Nursing
- BSANR Adult Nursing
- BSMHN Mental Health Nursing
- BSMNA Mental Health Nursing (DA) (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
"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:

I thought that module materials were very supportive, clear and well laid for students for both assessment materials and teaching material.

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.	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).

Well organised and thorough quality assurance

(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.

I feel that student performance is comparable to other AEI, there was a wide range of marks and level of ability shown, from those few requiring further support to those students who showed an outstanding level of knowledge and understanding.

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

I thought that overall the level of student ability was excellent, many students demonstrated a strong grasp of what was expected and followed through on this with very good application of knowledge. Some students clearly struggled with assessment but I felt that this was comparable to other AEI, and the material to support the student, including the feedback and feed-forward were very good.

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

Assessments were well constructed, and well supported with learning materials. I noted some differences between the learning outcomes and the assessment in one assessment, but I have been reassured that material was included to support the LOs and that marking processes have been looked at.

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

Based on what I can see as overall very good performance from students, I can see that they have been supported across the module and at a wider curriculum level. From the modules that I have reviewed, students have demonstrated (amongst others) an ability to critique, describe, assimilate and evaluate.

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

I found this easy to navigate and well populated with learning materials. I like the sessions by dates links towards the bottom of the left column, this works well.

(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 modules are consistent across the levels, they allow students to progress and develop their academic skills and knowledge.

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

I have seen some outstanding examples of student work related to their professional practice, demonstrating excellent engagement not just with academic approaches but also with their practice and those who use these services.

(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.

none

(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