

School of Health And Community Studies

Undergraduate

- BSCJR Social Care Justice & Recovery
- BWCYP Working with Cyp & Families
- BYPCS Young People
- Commnties & Soc
- YWCDJ Youth Wk & Community Dev -Jnc (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:

Teaching and learning are evidently of a high standard – something fed back by students. As with the Post-graduate courses, feedback to students is very clear and there is evident effort to stretch the higher-performing students. For example, even students scoring '70s and 80s' on assignments are being given further advice in attempt to further develop their work. Those with significant needs outside of the classroom are being nurtured and supported to complete assessment tasks.

Particularly impressive is the thorough nature of the funding bid assessment task (Management: Current Issues module) and the way the task clearly applies a real-life context to student learning and development.

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."	X		

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).

The Board is conducted thoroughly and efficiently, while allowing room for discussion and the unpacking of some of the more complex areas. External examiners are made welcome and are encouraged to input their thoughts and ideas.

(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.

Student performance is very comparable to levels of work in other institutions. The JNC and National Occupation Standards are a good measure of this on the Youth & Community courses in particular.

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

As to be expected, students range in strength and abilities with respect to knowledge, conceptual grasp and application of skills. The courses provide students with consistent support to develop their critical thinking, reflective practice and fieldwork knowledge. Students demonstrate such skills and make efforts to link theory with practice. Theory is used to guide practice, while practice forms opportunities to apply theory – this is demonstrated in reflective recordings, critical incident reports and students' self-assessment exercises. Assessment tasks give ample opportunity for students to demonstrate knowledge and skills.

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

The assessment tasks were impressive. Assessment methods are consistent in quality and varied in nature. This ensures students are

able to harness their strengths, while also being challenged to practice/improve on skills that are not yet developed, e.g. presentations vs essays. The funding bid assessment task (Leadership and Enterprise module) stood out as an exemplar of effectively blending academic integrity with the reality of working in the sector 'on-the-ground'. Its design could be further improved by reducing group sizes to ensure that individual ability and efforts are able to shine through.

Marking of work is clear and feedback given to students is developmental. There is evident effort to stretch the higher-performing students; even students scoring '80' on assignments are being given further advice in attempt to further develop their work. Those scoring very low marks are still encouraged through the highlighting of any positive elements that shine through their work. Useful advice is given in marking, suggesting future improvements students can make, e.g. advice to reduce words to free-up room for content

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

Student performance in assessment tasks suggests teaching and support to students maintains a high quality. Student feedback also steers the fine-tuning of teaching and assessment, demonstrating student active involvement and showing that tutors listen to student feedback and respond to it (e.g. funding panel being/not being part of assessment of funding bid task).

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

VLE is largely effective. Student feedback suggest that systems work in the way they should. 'My Beckett' seems to work well and functionality is better than similar VLEs used at some institutions I have knowledge of. Pebble Pad allows for students to upload multiple assets on an ongoing basis, which makes it more effective than My Beckett for placement-based modules.

Tutors find some difficulty in reading work and typing comments simultaneously. Similarly, students adopt different ways of uploading work/assets. However, the VLE has worked well overall and has been particularly helpful in the context of social distancing and Covid-19.

(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.)

External Examiner's report summary

I have reviewed a large selection of student work and tutor assessments across a variety of modules. I am happy that module content, consistency and assessment are appropriate. Learning outcomes are well-considered and module leaders very effectively blend alignment to learning outcomes with innovative and interesting assessment tasks.

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

Staff engage appropriately in areas of research and practice. Students are also well engaged in research and practice through placements, although this was hampered by Covid-19 this year.

(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.

n/a

(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