

## School of Health And Community Studies

### Undergraduate

- BSCJR Social Care Justice & Recovery
- BWCYP Working with Cyp & Families
- BYPCS Young People
- Commnties & Soc (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 have enjoyed looking at a range of work with has consistently highlighted innovative assessments that show student engagement and scope for creativity.

## 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).

I was not able to attend the exam boards as the dates were changed (Covid19)

(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.

Yes - work was comparable

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

I saw a range of work from a range of students with differing abilities.

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

These were all to an appropriate standard

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

Despite the pandemic, students appear to have been more than amply supported through the assessment process

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

Some assessments and markers utilised the MyBeckett VLE. As an external examiner, I was not always able to access all the functions within the VLE suite - e.g. was unable to view video presentations by students

(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.)

My knowledge of how the modules map across courses is limited but certainly the ones I viewed mapped

well, showing both variety of assessment tasks but also consistency in standards of assessment.

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

It was clear that student/ staff engagement was good. The feedback was warm and engaging.

(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 noted last year how the marking rubrics within the VLE were very general and did not correspond to the learning outcomes of the assessment. As a result, the feedback given by markers did not always cover the learning outcomes. Many of the comments in marking tended to focus on good academic practice (e.g. reading or use of references), rather than the extent to which a learning outcome had been met, or how the student could further strengthen the work in relation to the learning outcomes.

(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 have a sense of the academic staff working hard to create strong collaborations between students and local organisations. Again - it was good to see these collaborations reflected in the assessments I saw.