

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:

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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 a position to assess this statement, please note here:	X		

Please provide any further comment on the comparability of collaborative provision

N/A

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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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:

Students receive good, supportive developmental feedback. Criticality is encouraged and rewarded. This is a good level of critical and political engagement. It is positive that students can choose to develop work on topic of interest to them. In line with regulations students best interests are considered. I think you have really managed to honour the students achievements in difficult circumstances. The feedback celebrates the achievements and quality as well as explaining how higher grades could be achieved.

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).

I attended boards on 02/09/2019, 15/07/2020 and 23/07/2020

(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.

The students have achieved well, some grades are considered a little higher than I would expect but this has been discussed with the programme team and not considered problematic. The work of the students and the grades awarded are comparable with work produced at my institution. The team have supported and managed the student support and assessment well during the Covid-19 situation.

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

The students have demonstrated a good level of academic rigor, analysis and application to practice. The students demonstrate a good practical application of knowledge acquisition, this is supported by the design of the assessment and the choice available. Some students are better able to demonstrate a more analytical approach whilst others are overly descriptive. The feedback and grades reflect this differentiation.

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

It is clear the module information and materials are well linked to the assessment tasks and that the feedback given is developmental and supportive. There is a range of feedback offered and whilst this reflects the real world this is not always consistent across modules or papers. Those with the higher grades would be supported to achieve more with developmental feedback. It was positive to see the introduction of rubric supported assessment.

The structure of the assignments I viewed was clear and particular with the dissertations the feedback 'mapped' the structure.

Assessments enabled the opportunity to reflect on practice and offer analyse their leaning in practice based on academic reading, which is convincing. This demonstrates both breadth and depth of learning. All the grades awarded are consistent within modules and markers, there is a variety of type and amount of feedback given, all feedback is supportive and developmentally challenging.

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

The material available supports the learning and this is reflected in the assignments presented. Students have achieved well when they have engaged with the materials and links to suggested reading. Given some of the challenges students have faced they have achieved well and this is reflected in the feedback.

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

The VLE has been well developed to support students during the current restrictions imposed by 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.)

I have provided specific module comments to the programme team. It is noted that those students who achieve the higher grades receive less feedback than those with lower grades.

The content, assessment, achievement and grading is consistent across the modules I examined. There is evidence that the module learning outcomes have been achieved but this is not always explicate in the feedback. There are some modules with a number of fails and the students are supported through the feedback - specific module feedback has been provided. The feedback is positive, supportive and developmental, analysis is acknowledged and credited. There is some inconsistency with in text comments but again this reflects real world difference and the benefit is that the feedback is not formulaic. Some standardisation within modules might be helpful.

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

There is a good level from some students of engagement with scholarship and wider academic reading, a real strength is the opportunity to consider professional practice within the academic modules and students have been able to synthesise well their considerations of practice and theory and their 'voice' and passion is clear in the assessments.

(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