

## School of Health And Community Studies

### Undergraduate

- BSTHC Therapeutic Counselling
- COUNC Interpers and Counsell Skills
- DTHC Therapeutic Counselling (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)

N/A

## Areas of good practice/commendation

Any particular strengths or distinctive or innovative features in relation to learning, teaching and assessment:

Inclusive practice in feedback, recognising individual differences in how students process information. Tutors recorded their feedback verbally and provided specific guidance on the submitted script using Turnitin effectively. The tone of feedback was appreciative and strengths-based. This stood out as a distinctive feature in academic practice to aiding learning, in teaching and assessment and to be commended

## 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).

The administrative team and academic faculty are to be commended in the efficient and professional conduct, in these exceptional times, of the Joint Module and Progression and Award Board, via SKYPE. The regulations and adjustments in the light of COVID-19 were followed rigorously and impartially. Student performance was scrutinised, results discussed and critically reflected upon ensuring fairness and equity. The Board was conducted exceptionally well and highly professionally. Preparation beforehand was thorough and everyone in the team/School is to be commended. As a newly - and somewhat late appointed EE, I was exceptionally well supported and my requests for information and help to navigate the VLE responded to rapidly.

(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.

As an assessor for psychological and psychotherapeutic education and training programmes, with a professional counselling association and statutory body, I was impressed at the performance of students. In particular their grasp, even at this level of concepts and issues in professional practice and in encouraging a commitment to reflexive and critical practice. It is comparable with professional programmes with which I am familiar in the UK and I wholly endorse the standards set within the programmes

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

What stood out as are two particular strengths. The first is encouraging therapeutic students to be familiar with and make active use of supervision and, 2) equally importantly, is engendering a research attitude, which is one often lamented as an area of counselling and psychotherapeutic practice that is contentious - and assumptions about which, it is suggested, non-engagement is made

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

The structure and design of the methods of assessment are wholly appropriate, rigorous and allow for nuances in performance across the cohort to be acknowledged. The mix of formative and summative assessments is fair and appropriate

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

Student Handbooks are particularly well written, detailed and the curricular across the modules are exemplars of theory into practice and to be commended

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

The use of the VLE (My Beckett) was highly effective and for those modules I reviewed, information was clear, accessible and provided the necessary information relevant to theory and practice, and relevant

(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 word that stands out, as a newly appointed examiner is rigor and thoroughness in the design, specification and narrative in relation to what students will learn and how they will be assessed. This is clear, consistent and effectively communicated. There is a logical pathway through each of the levels and the feedback in particular, both addresses how students have achieved threshold performance and then 'feed-forward' on where and how students can develop further. This was evident at the different levels of performance across the cohort

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

The content of the modules/programmes and what is indicated through student performance is a real commitment to theory into practice. What is particularly noteworthy is the emphasis on building research competencies, which as noted earlier, is considered an area of activity that, in popular professional discourse is captured in the phrase: 'practitioners are not interested in doing research.' As an assessor for a professional counselling and psychotherapy association, it is an area of particular interest, and upon which I regularly comment in assessments of training institutions, so is to be commended, and I hope continuously emphasised to students, even at UG level - only then can the popular misperception be challenged

(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 specific concerns. Coming in as a new appointee I have been extremely impressed at the communication processes and information provided in order to do my job efficiently within tight timescales. The Induction and the additional information regarding adjustments in the light of COVID-19 were superbly helpful and supported the process. In the light of these exceptional circumstances, given I

am connected with several HEIs, the University is again commended on the clarity of the response, without compromising standards

(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