

School of Health And Community Studies

Undergraduate

- FDHWB Health and Well-Being (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

External Examiner's report summary

"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:

There are several aspects of the modules that are quite commendable:

- 1) there is a continuous emphasis on real-world application of lecture material making it far more than the typical theoretical course. For instance, in health promotion, students are tasked with applying what they have learned to an existing health promotion project.
- 2) there is a consistent focus on students sourcing work experience. For instance, in the work in context module, they are encouraged to engage with an organisation, identify an organisational issue and propose a means of attending to this issue.
- 3) in such an application-focused course, it was quite impressive to see the presence of a research module. Students struggled with this module in particular but support is good with two assessments and opportunities for formative feedback.

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

"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.

Yes

No

N/A*

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 Exam boards were well-conducted with all student grades reviewed and queries attended to. There was a miscommunication concerning the number of qualifying credits and this was easily agreed on with no dispute.

(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' assignments were comparable to those of other institutions. There were some modules that students struggled with more than others as is expected. However, there is a consistent presence of good quality work within all modules.

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

The students particularly struggled with the research skills module. The application modules were generally better grasped however with performance on the Leadership and Management and work in context modules being particularly quite good. However, on assessments that required students to show their grasp of core concepts such as in health promotion (which included an essay), student performance was surprisingly not as good. This may suggest that rubrics may be a good way forward for these modules - these can show students the different aspects on which their work will be graded and guide them more in engaging in self-assessment.

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

The assessments were quite varied with very much of an emphasis on real-world application which was good to see. Formative assessments were included as well as the capacity to submit smaller chunks of work so that any errors in understanding can be corrected before the final assessment. This is a very good framework which supports student learning.

Marking was fair and moderation consistent and transparent. However, feedback in some cases required more depth so that students can easier understand the reasons behind their marks, and again engage in self-assessment necessary for improvement.

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

Student performance suggests that these aspects of the programme are adequate. The higher-scoring students showed really good engagement with the literature and grasping of the lecture material. However, I am concerned by the number of thirds that were obtained in some modules which as aforementioned may be tackled by engaging students in self-assessment. However, also some modules showed such variation in how students structured their work that I suggest that students be given a bit more guidance on these aspects of the assessment (e.g. through use of rubrics) and how these aspects are also key in determining their grades.

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

Not applicable.

(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.)

Modules are designed in such a way that they clearly assess the extent to which students have achieved the learning outcomes. In fact, students receive their feedback based on the LOs further evidencing this transparency.

Alongside the UoH partnership, this programme has 3 management-related modules which seems to be quite a lot; and maybe this can be revisited or balanced out with a few more health-related modules.

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

Students are invited to engage with staff frequently during the learning process both within and outside of lectures. There is for instance the capacity to email drafts of work during the semester.

(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.

(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).

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