

School of Health And Community Studies

Undergraduate

- BSOWD Social Work (DA)
- SWKBA Social Work (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

External Examiner's report summary

	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.

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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:

Feedback is specific and developmental. Where students have produced poor work, detailed feedback is provided, focused on areas to improve.

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).

Board was fairly conducted and assessment appears rigorous and reliable.
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(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 comparable to those at other institutions.

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

Students undertook a range of teaching and learning tasks that enabled them to demonstrate an appropriate level of both practical application of social work methods and approaches, as well as consideration of values, theories and critical thinking.,

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

Well designed unit structure. Assessment guidance is clear and marks are fair and consistent. Different assessment methods used include essays and presentations.

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

Some of the teaching was particularly creative. Social work with children and young people included a multi-professional workshop with nurses etc on safeguarding and the inclusion of input by people with lived experience was also highly relevant.

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

Students and staff engage with VLE. Communication seems positive and organised. The use of Pebblepad for portfolios enables online content that is easily accessible by tutors.

(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 interesting and engaging and fully aligned to the overall learning outcomes.

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

The tone of the feedback is enabling and developmental on the whole. An example from SW with children and young people - enabling students to ask for essay feedback on specific areas was very helpful and markers took note of these specific requests.

(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.

No concerns

(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).

NA