

## Leeds School Of Social Sciences

### Undergraduate

- BASOP Social Psychology(UG)
- BASPS Sociology & Psychological Stud(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)

Yes
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## Areas of good practice/commendation

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

Similar to last year, it has been a rewarding exercise to engage with the interesting assessment tasks designed by colleagues and the responsive work from students. I have nothing but positive comments in regards to the professional practice displayed in these modules, especially in the context of the current pandemic.

I was surprised by the amount of non-submissions and the impact this would have on the average marks and student progression/attainment. Yet, I have reviewed the Institutional guide for Exam Boards (2020, in view of Covid-19), which addresses such concerns.

I would like to clarify that I did not attend the meeting (as the last question on the previous section asks and other questions on Page 4 imply), but sent a non-attendance form well in advance. I have been assured that the board was conducted with rigour thanks to the minutes kindly provided by the course coordinator, to whom I am grateful for her diligence and help.

## 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.			

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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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(a) The operation and conduct of the Progression and Award Board (and/or Module Board meeting you may also have attended).

I did not attend the Boards. Instead, I requested the minutes from the Award Board. I am satisfied that it was conducted according to the standards and protocols I have experiences at other UK HE institutions.

(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.

Reading student coursework was interesting and enjoyable. The spread of marks in the modulese evinces students' engagement and performance comparable to levels of work in other UK HE institutions.

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

Students showed engagement with a variety of tasks that required them to display knowledge, conceptual and analytical skills. In terms of strengths, students at the top end of the spectrum showed resourcefulness in citing relevant literature, engaging with complex topics in an analytical way, and putting together an argument.

I have nothing particular to report on the weaknesses front.

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

The number and diversity of options for assessment is commendable. I found many of the assessment tasks extremely engaging, providing avenues for students with all abilities to perform well.

The progression of modules from one semester to the following and from L5 to L6 provides an appropriate level of scaffolding to students.

There is evidence that marking is consistent within and between modules.

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

Students seem to respond very well to the assessment tasks, engaging with different parts of the syllabus (at the module level) and the curriculum as a whole (especially through the dissertation).

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

None.

(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 courses examined display consistent content and assessment within and between the different modules. The work I reviewed displays evidence of the learning outcomes being attained.

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

Members of staff seem to have a diversity of research interests, pedagogical approaches and teaching styles, all underpinned by a critical stance. They share the care they display for their students when providing feedback, with a number of modules offering extensive comments on students' work.

(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.

Communications about adjustments to regulations in view of Covid-19 could have been enhanced. The course coordinator of the courses I examine is brilliant and, had it not been for her, I would have learned about the planned changes way too late, and with too tight a schedule for delivery of reports.

(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

