

Leeds School Of Social Sciences

Undergraduate

- BSSLT Speech & Language Therapy(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)

N/A

Areas of good practice/commendation

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

All staff have shown a commitment to maintaining high standards of learning and teaching whilst giving due consideration to what is 'fair' for students, under very difficult and unpredictable circumstances of Covid-19, affecting all universities. All changes to Module content /assessment /Regs transparent and communicated in good time.

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.			
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).

N/A due to other commitments was unable to attend/participate

(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.

Some excellent work Moderated, which again under circumstances of Covid-19 and challenges this presented to many students, is to be commended.

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

This is in line with a typical student cohorts – a good range of marks across Modules from high performing individuals, clusters of students in the middle and low -end/fails. Consideration also given for change in circumstances vis a vis Covid 19 and discussions with Policy and Guidance Manager.

Marks always presented in historical context (comparison with previous years).

Level 6 'Current Issues' Module a particular strength – students produce high standard of work around selected 'current' topic, including policy, procedure and clinical experience.

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

As reported elsewhere – adaptations to on-campus assessment resulting from Lockdown were communicated in good time. For example SLP3 assessment was revised to a 'take home exam' format. Students were given a finite amount of time to complete, and marking weightings were revised to reflect more flexible access to resources whilst question selection was reduced to uphold more a more stringent exam format.

Level 5 Module SPL2b for example – expectation students will include greater depth of discussion around evidence base in more flexible take home exam format.

Level 5 Module CLASV – use of audio feedback for students with accompanying written transcript represented an innovative approach to student learning/progression.

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

Appropriate standards maintained again under the circumstances presented.

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

Some issues with sources online 'live data' presentations/ Vivas (difficulties accessing One Drive).

(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.)

Again these standards were maintained with adaptations imposed circumstantially. Clear explanations were provided of adaptations to teaching and learning formats, assessment adaptations and marking criteria.

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

Cannot really comment on this

(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.

Any adaptations made to Progression arrangements vis a vis Lockdown and Covid-19 Restrictions were clearly communicated including correspondence with relevant Dept/staff involved in these discussion. Opportunity provided for External Examiners to feedback on these adaptations/amendments to Regs.

(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