

Leeds School Of Social Sciences

Undergraduate

- POLTS Pathways
- BAH International Relations and Global Development IRAGD
- BAH International Relations and Peace Studies BIRPS

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)

Yes

Areas of good practice/commendation

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

Assessment Strategies

- As in previous years, the modules I examined demonstrated some real diversity of assessment and innovative approaches in teaching.
- Embedded group-work (Development in Practice, Gender and Development)
- Practice-based assessments (International Human Rights, Development in Practice)
- Reflections on visiting speaker programme (CR in Practice)
- The wide variety of assessments allowed for different skills to be tested and deeper connections made to real-life practice and the empirical cases explored. Assessment outcomes indicate that strong engagement with module was fostered amongst students.

2. Assessment Performance (UG)

- Viewed in the context of the very significant disruption caused to teaching and everyday life by the Covid-19 pandemic, I felt that student performances at undergraduate were very impressive indeed and demonstrated that a successful transition had been made to online teaching and student support. The teaching team should be very proud of these outcomes, achieved under very difficult professional and personal circumstances.

3. Responses to 2019 EE Comments

- I felt that the teaching team have made very clear responses to the comments I made in my 2019 report. This is particularly the case with evident improvements in the quality of module guides and the moderation process.
- The vast majority of module guides had been updated effectively and were clear and detailed. The creation of a new moderation template and the module leader form, was very effective in improving the moderation process. They allow moderators to make a broader commentary on the organisation of the module, resources and assessment strategy, in addition to analysis of the marking sample. The module leader form creates opportunities to 'close the loop' and reflect on both student and moderator comments.

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).

Due to Covid and the birth of my new baby, I was unable to attend the PAB this year. However, I received an invitation and all information necessary to allow to complete my report and oversight duties. I have confidence that the PAB and associated processes have been conducted properly.

(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.

Yes, performance on the undergraduate programme was of a generally high standard and comparable to other HE institutions.

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

Viewed in the context of the very significant disruption caused to teaching and everyday life by the Covid-19 pandemic, I felt that student performances at undergraduate were very impressive indeed and demonstrated that a successful transition had been made to online teaching and student support. The teaching team should be very proud of these outcomes, achieved under very difficult professional and personal circumstances.

Within the undergraduate sample, I did not see any areas of particular weakness that were evident consistently.

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

This was all of a strong overall standard. There was some real diversity and innovation in the assessment strategies. These tested a wide variety of skills and there was particular focus in some modules on transferrable 'practitioner' skills. Overall, the types of assessment were richer and more interesting than in many HE institutions in the sector.

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

The solid performance of the students suggests a high quality of teaching and curriculum content which students found stimulating and easy to engage. There is real diversity in the module content students are able to choose and the individual courses appeared well organised.

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

This was of a good standard in all modules examined. Incremental improvements were also evident in the VLE content compared to 2019.

(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.)

Marking and feedback were consistent across all modules and generally of a high standard. There were some minor anomalies in some modules. These are highlighted in the detailed comments in my preliminary report.

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

This is difficult to comment on just by looking at the module guides, VLE and assessments. However, the

group tasks and practice-based assessments on many of the modules, suggests that ample opportunities were evident for close engagement between staff and students. These forms of engagement were obviously disrupted due to the pandemic and the closure of campus. However, clear efforts had been made to develop contingency systems to continue engagement remotely.

(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.

N/A

(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