

School of Computing, Creative Technology and Engineering

Undergraduate

- BCOFR Computer Forensics(UG)
- BSCFS Computer Forensics & Security(UG)
- COMPS Computer Security(UG)
- INNCF Computer Forensics(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
"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:

I appreciate the resilience shown by the programme team to cope with the current pandemic by offering a number of sessions remotely. It was particularly challenging for these programmes due to the hands-on nature of various modules. However, the staff has done wonderful job in adapting the material to the new requirements in very limited time. This has also ensured the quality and value of the qualifications obtained by the successful students

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).

The board was conducted very efficiently, students were given due consideration and issues of concern regarding student performance were duly, wholly and appropriately considered.

(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, the overall performance of the students is comparable with students in other institutions.

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

The students have shown good conceptual grasp through a set of challenging assessments.

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

Good structure, organisation and design. The marking was appropriate and consistent.

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

Balanced curriculum with appropriate teaching resources. Overall, students performed is satisfactory.

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

Virtual Learning Environment – My Beckett is crucial for these programmes to provide more flexibility to the students without compromising the teaching quality. It is working well in the context of teaching and coursework. Now the VLE is equally used for collaborative activities to provide a platform for more interactions among the students.

(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.)

Suitable module contents with consistent learning outcomes.

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

There is a good level of engagement between staff and students despite geographical distance in some programmes. Staff is making good use of distance learning technologies to keep the students engaged. The good progression rate is an evidence of this staff/student engagement in teaching and learning.

(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 comments to report.

(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).

The quality and standards of taught material and assessments are well maintained with the collaborative partners. The overall performance of the students of collaborative institution is comparable with that of comparable levels in UK institutions.