



External Examiner's Report

2022/23

Name of External Examiner:

Name of Course(s):

MSc Health and Community Care - MSHCC

PG credit for CPD standalone modules –PGPCD

Name of Collaborative Institution (if applicable please state):

Date of Main Progression and Award Board Attended:

External Examiners are required by the terms of their appointment to submit an annual report. The report will be considered in depth during course annual monitoring activity. A record of the University's responses to examiners' reports also forms part of the documentation for this activity. It is also used in compiling our annual report on external examining.

Your report will be widely circulated and shared with Students and therefore we ask you not to refer to anyone by name or in a way that allows identification of an individual.

Please complete all sections of the report unless they are not relevant (such as you do not examine Collaborative or Degree Apprenticeship Provision). This report must be **submitted within 28 days of the main Progression and Award Board** and failure to submit within the required timescale may result in termination of your tenure as an external examiner without good reason.

NO EXAMINING FEES WILL BE PAID IF YOU FAIL TO SUBMIT YOUR ANNUAL REPORT.

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 (<https://www.qaa.ac.uk/the-quality-code/qualifications-frameworks>) applicable Subject Benchmark Statements / Qualification Characteristic Statements and Leeds Beckett University regulations https://www.leedsbeckett.ac.uk/-/media/files/our-university/academic-regulations/14-external-examiners/ar14_external_examiners_and_advisers.pdf

If any boxes are ticked "No" the Dean of School or nominee will be alerted and will oversee the response from the Course Director.

A1 Standards set		
	Yes	No
"Threshold academic standards set for the modules/courses meet the applicable national academic standards." (see 14.3.6a of regulations)	X	
If your answer is 'no', please provide a brief statement (bullet points) of the respect(s) in which they fall short:		

A2 Student achievement			
	Yes	No	N/A *
"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." (see 14.3.6b of regulations)			
<i>*Not applicable – if you are a practitioner and are not in a position to assess this statement, please note here:</i>			
Please provide any further comment on the comparability of any associated collaborative provision :			
If your answer is 'no', please provide a brief statement (bullet points) of the respect(s) in which they fall short:			

A3 Conduct of processes		
	Yes	No
Processes for assessment and the determination of awards are reliable, rigorous and conducted in line with the regulations at all times." (see 14.3.6c of regulations)	X	
If your answer is 'no', please provide a brief statement (bullet points) of the respect(s) in which they fall short.		

A4 Professional Body Requirements			
	Yes	No	N/A *
Do the learning outcomes and assessment of the courses allow			

<p>successful students to meet the Professional Statutory and Regulatory Bodies criteria at the appropriate level'. (see 14.3.6a of regulations)</p> <p><i>*Not applicable if the course is not a professional body course please indicate here.</i></p>			X
<p>If your answer above is 'no to any of the courses that have PSRB criteria ', please provide a brief statement (bullet points) of the respect(s) in which they fall short.</p>			

<p>A5 Actions from last year's report (This will not be relevant if you are examining for the first time)</p>
<p>In respect of your feedback, has any required action from last year's report been satisfactorily responded to?</p> <p>YES / NO (please delete as necessary) If NO please expand Below</p> <p>NA – this is this first full year I have been an External Examiner</p>

<p>A6 Issues/point for clarity during the year?</p>
<p>Did you raise any issues/point for clarity throughout the year?</p> <p>NO</p> <p>If Yes please expand below how they were/were not addressed?</p>

<p>A7 Areas of good practice/commendation</p>
<p>Please outline any particular strengths or distinctive or innovative features you have observed in relation to learning, teaching and assessment:</p> <p>Over the last year several commendable aspects and areas of good practice have been identified. Notably, all of the modules/programmes that I have been given access to demonstrate a robust commitment to adaptive learning practices, effectively tailoring content to the individual needs and progress of students. The use of the VLE enhances accessibility to high-quality educational materials, providing students with diverse and engaging multimedia resources. Overall, these practices contribute to a dynamic and innovative learning environment that aligns with higher education.</p>

Academic Standards

Please advise on the Academic Standards for the Programme:

	Yes	No
<p>B1) Do the Courses and its modules continue to be coherent and generally up-to-date and at an appropriate level to enable students to meet the relevant aims and learning outcomes?</p>	X	

B2) What do you believe were the strengths and weaknesses of the students in general with respect to knowledge, conceptual grasp or application of skills?

<p>The overall performance of the students, as observed through the reviewed modules assignments and assessments, has been consistently commendable. Across various modules, the grading has demonstrated a high level of consistency. Notably, those assignments earning higher grades exhibit a depth of critical</p>

analysis and a strong connection between theoretical knowledge and its practical application. This linkage is particularly evident in the Advanced Wound Management, including Sharp Debridement module, where the students produced compelling work that effectively integrated theory with practical implications. Equally, areas for improvement are identified in assignments that received lower grades. These submissions often lacked a sufficiently critical approach to the assessment, with weaker connections to theoretical frameworks and less clarity in applying learned concepts to practice. Enhancing the articulation of their understanding within their work could be a key focus for students aiming to improve their performance in these aspects.

	<i>Yes</i>	<i>No</i>
B3) Are the marking/grading criteria or marking schemes set at the appropriate level of study and have they been consistently applied including internal moderation processes?	X	
B4) Did students receive adequate and helpful feedback to inform their future learning?	X	

B5) In your view please indicate how well you feel the course prepares students for progression to managerial or professional employment or further study (**where 0= not at all, 10= fully**)

Number: 10

B6) Please provide any further comments to indicate how the course could better prepare students for progression to managerial or professional employment or further study (if applicable)

	<i>Yes</i>	<i>No</i>	<i>N/A</i>
B7) Have you had the opportunity to comment on or contribute to a review of the course Including any proposed modifications or enhancements to provision?			X

If You have answered no to any of the above or would like to add any further points of clarity, please expand in the box below

Assessment

Please advise on the Assessment Process for the Programme: -

	Yes	No	N/A
C1) The internal assessment / examination procedures are comparable with similar awards in the UK.	X		
C2) Procedures for the Exam Boards were fairly and rigorously conducted (including procedures governing extenuating circumstances, academic misconduct and borderline performance), and in accordance with the University's Academic Regulations.	X		
C3) The design and structure of the assessment methods used were appropriate; there was comparability within and across modules/awards in terms of level and their effectiveness in measuring the overall learning outcomes.	X		
C4) There was sufficient rigour in the achievement of learning outcomes in professional placements / work-based learning / work experience (where relevant).	X		
C5) The moderation process is rigorous and there is consistency in marking standards.	X		
C6) The range of exam papers / assignments provided for sampling purposes and their appropriateness in terms of subject / level / learning outcomes were appropriate.	X		

If You have answered no to any of the above or would like to add any further points of clarity, please expand in the box below

Organisation and Arrangements

Please advise on the organisation and arrangements for you undertaking this role

	Yes	No	N/A
D1) I was new in post this academic year.	X		
D2) The University has helped me to undertake my role effectively.	X		
D3) I am satisfied with the range of external examiner activities undertaken and with my involvement in assessment procedures at module level.	X		
D4) I am satisfied with the appropriateness and timing of information, of draft examination papers for approval and student work for moderation.	X		
D5) I am satisfied with the on-line induction training designed to familiarise External Examiners with the University's	X		

Regulations/Procedures concerning assessment [newly appointed External Examiners only]			
D6) I am satisfied with the level of support received from my mentor [newly appointed External Examiners only]			X
D7) I am satisfied with the programme-level induction provided by the Course Director to familiarise me with the programme itself.	X		

Are there any general or specific comments on the development and support offered by the University, especially improvements you would like to see:

If You have answered no to any of the above or would like to add any further points of clarity, please expand in the box below

Collaborative Provision (If you do not examine Collaborative Provision please go to section F)

Please indicate if you have been satisfied with the following:

	Yes	No
E1) Students' performance provided evidence of access to appropriate learning resources at the Partner.		
E2) The operation and management of the assessment process and Board of Examiners between the University and partner was satisfactory.		
E3) The effectiveness of arrangements in place to ensure that the standards of awards are credible and secure, irrespective of where, or how, programmes are delivered, and who delivers them.		

If You have answered no to any of the above or would like to add any further points of clarity, please expand in the box below

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Degree Apprenticeships (If you do not examine Degree Apprenticeships please go to final comments section)

	<i>Yes</i>	<i>No</i>	<i>N/A</i>
F1) Were you involved in the examination of Apprenticeship Provision (Yes/No)			
F2) Overall, were apprenticeship learners achieving and progressing in line with the requirements of the apprenticeship (either closed cohort or as part of a mixed cohort)? (Yes/No)			

If you stated 'No', to Q2, or would like to add any further points of clarity, please use the box below (Open text)

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End Point assessment (If you do not examine End Point assessment please go to final comments section)

	<i>Yes</i>	<i>No</i>	<i>NA</i>
G1) I have seen evidence that Apprentices have the opportunity to practice the assessment methods that will be used at End Point Assessment before undertaking the End Point Assessment			

G2) If you examine integrated apprenticeship provision, please provide specific comments on the suitability and content of End Point Assessment

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If You have answered no to any of the above or would like to add any further points of clarity, please expand in the box below

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