LEEDS BECKETT UNIVERSITY

External Examiner's report summary

School of Health And Community Studies

Postgraduate

- MSHCC Health & Comm Care (1YFT/3YPT)
- MSMHP Mental Health Practice
- PSYTH Psychological Ther (1YFT/3YPT) 54456 Therapeutic Relationships for (L7) (TP)

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:

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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:
Teaching staff provide a level of support which is impressive, as evidenced in course materials, communication with students, and the proactive response to the recent crisis. I particularly noted this year, the use of the audio function for the Turnitin feedback, which provides an added dimension to support 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 courseplease indicate here.			
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).

The PAB operated according to the requirements of the university regulations, procedures and protocols and was conducted to the usual high standard with which I associate this institution.
A special commendation to the administrators given the excellent support in the current extraordinary situation.

(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.

The student overall performance is, to the best of my knowledge and awareness, of a comparable standard to those 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 student work which I reviewed showed a genuine engagement with the subject and with the nature of the work for which they are preparing. The student knowledge, abilities and skills are sound, albeit there is a small proportion of the student cohort where development in academic skills has been highlighted by excellent teaching feedback.

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

The structure and organisation of assessment is excellent.
The assessment type and range offer a robust and rigorous assessment of the entire scope of abilities of students.
The marking process and internal moderation is first class.

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

The students engagement is evidenced in good assessment performance and indicative of the challenging but thought-provoking pedagogy.

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

Excellent.

(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.)

As a colleague in the field, I always enjoy the creative and exciting module content provided by teaching staff. The material is always interesting and appropriate, and a real pleasure to review. The assessments I examined provide students with the opportunity to reflect this material and to demonstrate their obvious engagement with their learning.

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

The teaching staff are obviously both expert in the field and show the breadth and depth of learning in the modules examined.

(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 concerns or comments.

(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).

No comments to add.