Form 'External Examiners - School of Health' for **External Examiners - School of Health**

Submitted By	
Began	1 Jul 2023, 8:50 pm
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Status	**External Examiners - Shared with School** **Last Status Change:** 27 Jul 2023, 10:27 am by Kay Hartley ↺ Status change history
Actions	Edit submission Print submission Delete submission

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Introduction

School of Health

Undergraduate

- SHEMB Safety Health & Environ Mgt(UG)
  SHEMS Safety Health & Environ Mgt(UG) (MDIS)

External Examiner ID

[   ]

Name Of External Examiner:

First Name

[   ]

Last Name

[   ]

Collaborative Institution:

[   ]

Date of Main Progression and Award Board Attended:

[2023-06-23   ]

Introduction

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.

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Section A

External Examiner's Report Summary

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](#) applicable Subject Benchmark Statements / Qualification Characteristic Statements and [Leeds Beckett University regulations](#)

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

[HK1]Added Reference to correct section of Regulations in here.

Standards set

A1) "Threshold academic standards set for the modules/courses meet the applicable national academic standards." (required)

See 14.3.6a of regulations

Yes

Student achievement

A2) "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." (required)

14.3.6b of regulations

Yes

A2b) Please provide any further comment on the comparability of any associated collaborative provision:

The overall performance of students on this programme is comparable to that of students within other UK institutions that I am familiar with.

Conduct of processes

A3) "Processes for assessment and the determination of awards are reliable, rigorous and conducted in line with the regulations at all times." (required)

see 14.3.6c of regulations

Yes

Professional Body Requirements

A4) Do the learning outcomes and assessment of the courses allow successful students to meet the Professional Statutory and Regulatory Bodies criteria at the appropriate level'. (required)

see 14.3.6a of regulations

Yes

Actions from last year's report

A5) In respect of your feedback, has any required action from last year's report been satisfactorily responded to? (required)

N/A

Issues/point for clarity during the year

A6) Did you raise any issues/point for clarity throughout the year? (required)

Yes

A6a) Please expand below how they were/were not addressed: (required)

The academic staff responded to all points of clarity I raised promptly and professionally. There were no issues of concern raised.

Areas of good practice/commendation

A7) Please outline any particular strengths or distinctive or innovative features you have observed in relation to learning, teaching and assessment:

The course content is very relevant, detailed and extensive, with practical and intuitive assessments and exercises for students to undertake. The knowledge and skills students gain from completing this course will benefit them in practice and help them become effective HSE practitioners. Encouraging reflective learning techniques sets students up for continuously improving after completing this course and working towards professional membership accreditations.

Tutors encourage and often highlight a number of recommendations and feedback to students throughout the course, which highlight the need to include relevant examples and standards. This is an excellent practice as when students move into professional practice; they will have to identify, analyse and comply with various standards, which can often change between different countries and territories. Further to this, it is likely that due to increased globalisation that students will have to engage employees from various cultures, and although this is an advanced skill in itself, knowing how to find relevant examples of incidents within the relevant culture will set students off to a good start in getting employees engaged.

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Section B

Academic Standards

Please advise on the Academic Standards for the Programme:

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? (required)

Yes

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? (required)

The students are provided with an extensive course which provides them with a strong knowledge of the profession they are entering and allows them to develop the skills they will need as they transition into industry. The challenge for students is to understand what information is relevant, where and how the information they are using comes from. Students are generally on the right track, but they must dig deeper to understand this, as when they enter the industry, they will be expected to identify, understand and apply applicable standards to their workplaces and as the rate of technological advancement continues students will likely have to adapt or help develop these standards to keep their employees safe. Tutors encourage and feedback to students to find and use relevant standards and examples which will be an asset for students in their future careers.

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? (required)

Yes

B4) Did students receive adequate and helpful feedback to inform their future learning? (required)

Yes

B5) In your view please indicate how well you feel the course prepares students for progression to managerial or professional employment or further study? (required)

0= not at all, 10= fully

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)

> The course, in general, equips students really well. I honestly would consider putting my team on this course. I would, however, recommend a few suggestions. The first is to ensure students register as student members at their applicable professional bodies and attend the various online seminars and conferences, which will develop their skills and get them networking. The second is to get students to apply to the various professional body mentoring schemes out there to develop relationships and help students as they develop. The third would be to work with the recruitment agencies such as The HSE Recruitment Network, Shirley Parsons and Acre Framework to develop skills for job hunting, developing a personal brand and utilising LinkedIn. Laura Aucott at the HSE Recruitment Network has a particular passion for this and is someone I worked with on a similar event at the HSE Congress. I have no doubt she would be interested in delivering this to students. This is a massive force multiplier and has led to many opportunities for myself and several of my mentees. This can help them secure employment opportunities before they leave university. The fourth would be to get as many site visits and volunteer opportunities as possible, as putting these skills into practice can really aid their development. My organisation and many others are open to the possibility; some even offer paid internships and graduate schemes, which had traditionally been a challenge in the HSE field.
>
> In relation to management, I would strongly encourage three more ideas. The first is the use of technology and the technological skills such as understanding how SharePoint works, PowerBI and Power Automate etc, which, although helpful as a professional, really can help as they transition into management roles and are responsible for these systems. The second is to approach the CMI or ILM and start getting students thinking about some of the management/ leadership skills they'll need, as these will help students climb the ladder. It might be possible to arrange for students to do a low-level course at a reduced rate. This will help build the student's softskills or non-technical skills as well as equip them for aspects which many HSE professionals have struggled with, such as managing a team or a budget. The third aspect is to get students to look at other professions and see what developments they have. This has always helped me keep abreast of the latest developments, made me a better well-rounded leader as well as allowed me to develop several cross-function improvement projects which had very real benefits for my area but which wouldn't have gotten off the ground without the cross-functional benefits and cross-company support.

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? (required)

Yes

B8) 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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Section C

Assessment

Please advise on the Assessment Process for the Programme:

C1) The internal assessment / examination procedures are comparable with similar awards in the UK. (required)

Yes

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. (required)

Yes

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. (required)

Yes

C4) There was sufficient rigour in the achievement of learning outcomes in professional placements / work-based learning / work experience (where relevant).

Yes

C5) The moderation process is rigorous and there is consistency in marking standards. (required)

Yes

C6) The range of exam papers / assignments provided for sampling purposes and their appropriateness in terms of subject / level / learning outcomes were appropriate. (required)

Yes

C7) 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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Section D

Organisation and Arrangements

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

D1) I was new in post this academic year. (required)

Yes

D2) The University has helped me to undertake my role effectively. (required)

Yes

D3) I am satisfied with the range of external examiner activities undertaken and with my involvement in assessment procedures at module level. (required)

Yes

D4) I am satisfied with the appropriateness and timing of information, of draft examination papers for approval and student work for moderation. (required)

Yes

D5) I am satisfied with the on-line induction training designed to familiarise External Examiners with the University's Regulations/Procedures concerning assessment.

Newly appointed External Examiners only

No

D6) I am satisfied with the level of support received from my mentor.

External Examiners new to the role only

Yes

D7) I am satisfied with the programme-level induction provided by the Course Director to familiarise me with the programme itself. (required)

Yes

D8) Are there any general or specific comments on the development and support offered by the University, especially improvements you would like to see:

D9) 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:

Onboarding was a drawn-out process to get right to work sorted, email working and then understand RRE. Right to work and email has been evidently addressed. It would have been helpful to have undertaken a 1 to 1 and go through the exact requirements of the role, deadlines as well as SOP on completing the various tasks required in the role.

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Section E

Collaborative Provision

Please indicate if you have been satisfied with the following:

E) Do you examine collaborative provision?

Yes

E1) Students' performance provided evidence of access to appropriate learning resources at the Partner.

Only complete if relevant.

> Yes

E2) The operation and management of the assessment process and Board of Examiners between the University and partner was satisfactory. (required)

Only complete if relevant.

> Yes

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. (required)

Only complete if relevant.

> Yes

E4) 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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Section F

Degree Apprenticeships

F1) Were you involved in the examination of Apprenticeship Provision?

> No

Open comments

> I was not directly involved in the examination of the apprenticeship provision. However, this was evidenced in the exam board and appeared to be to a good standard.

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Section G

End Point Assessment

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.

> N/A

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

>

G3) 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:

>

> **Where applicable, a copy of your report will be shared with the Chief External Examiner who is appointed to provide oversight of related modules and/or courses.**

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Final Comments

Are there any other final comments you would like to make in relation to your role as External Examiner?

> Good Overall experience and a really good institution with great staff. Very honoured to be working alongside you all.

End of Tenure Report

If you are at the end of your tenure as External Examiner, please provide an overview of the development of the programme during your term of office. This overview will be of value to the University, the programme team and to the incoming External Examiner.

Please include commentary regarding academic standards and student achievement across cohorts during the examiner's period of appointment:

This Section is only to be completed by external examiners at the end of their tenure.

Email Address (required)

Date (required)

2023-07-27

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