Form 'External Examiners - Leeds School Of Social Sciences' for External Examiners - Leeds School Of Social Sciences

Submitted By	
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Actions	Edit submission Print submission Delete submission

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Introduction

Leeds School Of Social Sciences
Postgraduate

- MPUBP Public Policy(TP)

External Examiner ID

33655875

Name Of External Examiner:

First Name

Last Name

Collaborative Institution:

Date of Main Progression and Award Board Attended:

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:

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

N/A

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)

> There were some problems with the Turnitin in system for one of the exam boards which meant that feedback needed to be re-input and consequently I didn't see the material until quite late. I understand that this was a technical issue.

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 modules included excellent guidance for students on the assessment.

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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 high scoring marks on Policy Challenges and the Politics of the Policy Process demonstrated strong analytical skills, applied to some complex issues.
>
> On Research Methods – I think it was a challenge to introduce students to a quite unintuitive software, to statistical concepts as well as other elements of research methods in quite a condensed module. Students struggled more with the statistical report, but there was some high quality discussion of research articles.

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

> 7

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 looked at 3 modules so difficult to get an overall view)
>
> The Politics of the Policy Process and Policy Challenges modules both integrated academic and real world topics very well.
> The statistical report of the Research Methods module focused on SPSS. I did wonder if Excel might be more appropriate, as I think the effort of learning new software and new concepts in a limited period of time is very stretching. I would guess that SPSS is not common in many

organisations, except for those dedicated to social research, and as a result may not be as useful for future careers. I think that the need to learn the software may have detracted from more important issues of data presentation and interpretation. The other assignment on this module produced much better work.

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).

> N/A

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)

No

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

Yes

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:

As noted earlier there was one technical problem just before the summer exam board which I understand was a one off issue.

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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

>

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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.

>

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?

> All covered above.

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)

> 27 Nov 2023

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