

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

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| Submitted By |                                                                                                                                                                                                                                           |
| Began        | 11 Sep 2023, 11:39 am                                                                                                                                                                                                                     |
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| Updated      | 12 Sep 2023, 11:09 am                                                                                                                                                                                                                     |
| Status       | <div>External Examiners - Shared with School</div> <div>Last Status Change: 12 Sep 2023, 11:09 am by Kay Hartley</div> <div> Status change history</div> |
| Actions      | <div>Edit submission</div> <div><a href="#">Print submission</a></div> <div><a href="#">Delete submission</a></div>                                                                                                                       |

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Introduction

Leeds School Of Social Sciences

Postgraduate

- MSPLT Speech and Language Therapy(TP)

External Examiner ID

33572813

Name Of External Examiner:

First Name

Last Name

Collaborative Institution:

Date of Main Progression and Award Board Attended:

2023-09-07

## 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

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)

Yes

Issues/point for clarity during the year

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

No

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:

Students are offered choices in topic and/ or format of assessment in some modules. This inclusive practice is commendable. Also, in all modules, students receive detailed feedback and, crucially, useful suggestions for how their approach could be enhanced in future. Finally, internal moderation is rigorous and transparent. This year, it resulted in some appropriate uplifts which were applied across the cohort.

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 graduating in 2022- 2023 represent an exceptionally strong cohort overall, with respect to both academic learning and application to practice. It is pleasing that staff were able to recognise and reward outstanding achievement appropriately.

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)

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)

No

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:

While I have not been involved in formal course review, my comments on current assessment design have always been warmly welcomed. On occasion, my thoughts on proposed assessment re-design have been sought.

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:

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)

No

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

N/A

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

*External Examiners new to the role only*

N/A

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:

## Section E

### Collaborative Provision

Please indicate if you have been satisfied with the following:

E) Do you examine collaborative provision?

No

## Section F

### Degree Apprenticeships

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

No

Open comments

## 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?

From induction, and throughout the whole process, I have found the experience of External Examining at Leeds Beckett University to be smoother and better organised than at other institutions I am familiar with. I am grateful to staff, both from professional services and programme/ module leadership, for exemplary engagement with me. It really has made my role easier and more effective.

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.*

It has been a great pleasure and privilege to be involved in this pre-registration MSc programme from its introduction to its current status as a highly efficient and effective course. It was well planned to start with, and even from the outset it carefully aligned with professional standards and requirements. The programme team has shown a consistently laudable propensity towards reflection and enhancement, and have been very responsive to my suggestions at module level. Assessment processes have been streamlined as appropriate, allowing students to focus on meaningful learning and staff to provide useful guidance. The team has grown in confidence to apply the whole of the marking scale, especially when student performance merited marks at the higher end. Assessment design has become more inclusive through the provision of choice where appropriate. Commendably, the team remains focused on continual enhancement, with future consideration planned to review how effectively peer assessment processes are operating, to refine the wording of some assignment guidance, and to ensure optimum consistency in interpersonal assessments (viva-style) conducted by a large and varied team of assessors. The outstanding performance of the current graduates is testament to the high quality of the programme and the efforts and achievements of all concerned. I wish the programme every success in the future.

Email Address (required)

Date (required)

2023-09-11

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