

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

Submitted By	
Began	6 Jul 2023, 1:45 pm
Finished	6 Jul 2023, 2:42 pm
Updated	6 Jul 2023, 2:42 pm
Status	Default
Actions	<p>Edit submission</p> <p>Print submission</p> <p>Delete submission</p>

Page 1 of 9



**LEEDS
BECKETT
UNIVERSITY**

Introduction

Leeds School Of Social Sciences

Undergraduate

- INTRS INTRS with Global Development(UG)
- POLTS Politics (PW)(UG)

External Examiner ID

336244031

Name Of External Examiner:

First Name

Last Name

Collaborative Institution:

Date of Main Progression and Award Board Attended:

27-Jun-2023

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.

Page 1 of 9

Page 2 of 9

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

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

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

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

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)

Yes

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

I raised a number of points of clarity at several boards during the academic year. All were addressed in a timely manner by either the academic administrator and/or the course director. All responses addressed any concerns/issues I had. In particular:

I raised an issue of clarification regarding the moderation of module Blackboard sites. The moderation form detailed that BB sites are checked for consistency, relevant and required materials but it wasn't clear when this moderation took place. It was clarified that this process took place at the start of each semester (a point of good practice detailed below)

At previous boards I raised an issue of inconsistency in the levels of in-text comments on student work. This was more extensive in some modules than others. Again, this was acknowledged by the course director and has been largely addressed in the most recent assessed work I have reviewed.

At the board meeting on 27/06/23 I asked for clarification on the group's approach to the sanctions applied when AI had been used to generate all or part of a student's work. It was clarified that a consistent approach was being taken across the teaching teams, facilitated by (enhanced) Turn It In reports and the moderation processes. Consistent sanctions were then applied to student marks where AI was evident.

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:

There are a number of areas of good practice:

Overall, module Blackboard sites (including the External Examiners folders) are consistent and contain relevant and required information for enrolled students. The internal moderation of module BB sites as part of the broader internal moderation process is good practice and ensures consistency for students enrolled on a range of different modules and across levels of study.

Assessment support is a particular strength. A good and comprehensive range of assessment support is made available to students across the vast majority of modules I reviewed. This is both embedded in the taught - in class - elements of the module and supplemented by online pre-recorded videos and support materials on Blackboard. The pre-recorded assessment support video in the module Decolonising Politics (17396) is an example of very good practice. This support video not only gives students guidance on how to complete the assessment, but also why the module leader has chosen to assess the students in this particular way and how it links to the broader ethos, pedagogy and aims of the module. Providing a rationale to students for how and why they are being assessed in the way they are as part of the assessment support sessions is to be commended and should be considered as part of a broader approach across modules.

There is also evidence of a range of assessment methods. Whilst this increases variety for students, the range of assessments it also fosters different skills development such as presentation and reflective skills, report and policy writing as well as the more 'traditional' essay writing skills. In some modules there is a very good focus on using the assessments to demonstrate to students the 'everyday' ways in which the theory, concepts and ideas taught in the modules are embedded within and influence the students' lives. The surveillance report task in the module Advance Surveillance (16948) is a notable example of this. Likewise, the revision to the individual presentation task in Decolonising Politics (17396) towards peer-teaching and sharing enthusiasm for thinkers rather than dispassionate critique allows students to think about their positionality, situatedness and relationship to theory and thinkers in a novel and innovative way.

Page 2 of 9

Page 3 of 9

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)

There is a real focus in assessment tasks in developing case study/policy/report writing. Students at the higher end of the grade curve demonstrated real skill and aptitude for this work.

There continues to be an inconsistency in some basic academic writing skills, including adherence to academic conventions such as referencing,

across the cohort. This is not a unique issue to these student cohorts however and I am aware of the efforts being made to address this through initiatives such as Skills week and more embedding of academic writing skills development across the course in various guises.

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

9

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)

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:

Page 3 of 9

Page 4 of 9

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:

Page 4 of 9

Page 5 of 9

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)

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

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

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

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

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

External Examiners new to the role only

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

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:

Page 5 of 9

Page 6 of 9

Section E

Collaborative Provision

Please indicate if you have been satisfied with the following:

E) Do you examine collaborative provision?

Page 6 of 9

Page 7 of 9

Section F

Degree Apprenticeships

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

No

Open comments

Page 7 of 9

Page 8 of 9

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.

Page 8 of 9

Page 9 of 9

Final Comments

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

I would like to thank the Course Administrator, Dan Middleton for his help and guidance. Communication is always first rate. I would also like to thank the course team for providing all of the EE materials in a consistent and accessible manner on Blackboard and for answering all my queries at the board meetings in such detail.

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)

6-Jul-2023

Page 9 of 9

