External Examiner's report summary

School of Health And Community Studies

Postgraduate

- CAPAC Therapeutic Play Skills (2Y)
- DAPAC Play Therapy (APAC) (2Y)
- MAPAC Pract Based Play Ther Apac(TU) (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:
Good to see suggestions around reflexivity in the PGCert materials and markers encouraging students to contact the office in terms of how they could access clients in the area – clear links to employability Helpful scaffolding feedback provided around the draft essay to encourage developments and improvements. For example, "it would also add more depth if you could also reflect on how you felt in this role as you applied Axline's principles…" Good to see thought and effort mentioned by markers around the therapeutic story. Interesting to see some therapeutic dynamics mentioned in the feedback, e.g. rescuer. Supervision commented on and encouragement provided.

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.	X		

If your answer is 'no', please provide a brief statement (bullet points) of the respect(s) in which they fall short.

(a) The operation and conduct of the Progression and Award Board (and/or Module Board meeting you may also have attended).

The Progression and Award Board was well organised as always by Elaine. Monika from APAC confirmed that standards are being upheld and support is in place for students who are experiencing difficulties due to COVID 19.

(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 quality of the students' work remains high and feedback is helpful and supportive. We briefly discussed that some students may need longer extensions due to COVID 19 related disruptions, which are delaying some practical aspects of the qualification.

(d) The strengths and weaknesses of the students in general with respect to knowledge, conceptual grasp or application of skills.

Perhaps as students opt-in, rather than opt-out, of completing a full Masters degree, the dissertations remain of good quality, which is reflected in the marks and positive feedback awarded for the dissertations. There is a range of ability in terms of conceptual, practical and academic knowledge across the programme, the students' practical knowledge and application of theory remains impressive.

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

There remains effective and collegiate working between the academic team and APAC. A large body of work from a significant number of students is managed, reviewed and organised. The exam boards are always efficient and collaborative in their organisation.

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

Good design of assessments – student's marks often range 'within' their PGCert/Dip, which indicates

assessments are suitably varied to assess their strengths and areas for development, with encouraging feedback provided.

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

N/A

(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.)

The focus upon learning outcomes is clear across the provision, with assignments tailored to suit the required knowledge and/or skill set. Feedback around LOs is provided clearly and helpfully.

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

The team are in regular contact around issues facing the students and perhaps we can continue to look at the student/staff engagement and feedback loop.

(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.

(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).

Mike Wragg is leading the programme efficiently in this new role, continuing the successful collaboration with APAC, and I am grateful for the continued updates and contact.