

Carnegie School Of Education

Undergraduate

- BAEYE Early Years with Enterprise(UG)
- CHILD Childhood Studies(UG)

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:

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:

Tutor marking and feedback is consistently strong. This is evidenced in highly supportive, exceptionally detailed and thorough feedback and guidance which demonstrates a very high standard of teaching through assessment.

The qualification pathways are assessed through varied and in many cases innovative tasks which are particularly well matched to diverse student learning needs, including essays, oral presentations, slide and poster presentations, reflective journals and projects which make use of multi media resources. As noted in previous years, the reflective component of assessment is to be commended for providing opportunities for students to link professional practice experience to core conceptual material and is well linked to professional employability and graduate skills.

The qualification teams rapid response to recent challenges (COVID 19) are also to be commended in providing student support at a distance and adjusting assessment and ongoing learning to ensure student progression.

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*
<p>"In my view, the professional body requirements for this course have been met. *Not applicable if the course is not a professional body course please indicate here.</p>	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 organisation, operation and conduct of the Progression and Award Boards attended this year fully adhere to university regulations and protocols. The systems in place are rigorous and fair and staff conduct is highly professional. The move to online, remote meetings has worked very well and are conducted professionally. The Boards are efficient and well managed. Support staff are to be congratulated for their clear channels of communication and support for the external examining process.

(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 overall performance of the undergraduate students at all levels is comparable to other higher education institutions nationally. A full range of marks demonstrating student achievement at various levels is evident, reflecting diverse student learning and performance.

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

Students demonstrate thorough knowledge and understanding of conceptual themes, theoretical material and critical awareness of professional skills and their application across professional contexts. Stronger students demonstrate an excellent knowledge and understanding of complex conceptual material and are able to critically reflect and make clear links to their professional practice. In contrast, weaker students, whilst demonstrating sound knowledge and understanding of professional practice, make fewer links with conceptual material and criticality is less well developed. I also note opportunities for study skills development.

forms of assessment.

The standards of assessment are excellent. As previously noted the design and presentation of varied assessment tasks is an inclusive feature of this degree pathway which is well designed to support a diverse study body.

Rigorous marking systems are in place and procedures for moderation are generally clear and well carried out. Marking is consistent and all marking adjustments are clearly justified. Adjustments to assessment this year were rapid and well designed to support students during a time of considerable stress.

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

The teaching curriculum is conceptually rich, underpinned by research and scholarship and well integrated to address contemporary issues and themes. The focus on graduate skills and employability continues to reflect a core strength across the programme of study.

Module materials are well designed and provide students with an in-depth learning experience.

A high standard of teaching and support is evident from student achievement.

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

accessible.

(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.)

All the modules from the sample examined demonstrate appropriate subject specific content for students across different levels. Module assessment tasks are appropriate, varied and include innovative features to support diverse learning needs and multi media engagement. Progression across the degree pathway is well designed to support skill development and critical understanding and application of core knowledge.

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

It is evident that staff engagement with scholarship and research underpins module design and teaching. Module team research, authored work and scholarship is well integrated into module content. Opportunities for student research is a core strength within the degree pathway and an integral aspect of assessment which fosters skill development, independent learning and autonomy.

(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.

Academic regulatory frameworks, standards set and achieved are in line with the sector.

(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).

NA