

Carnegie School Of Education

Undergraduate

- BAHES Education 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:

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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

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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:

There is much evidence of high levels of learning and development between levels 5 and 6 and this is derived particularly from the modules that use very detailed, careful feedback processes. Students are given opportunity for fair assessment opportunities through a commendable range of assessment mechanisms being used.

The course is clearly promoting students to think about education in a contemporary way, and this is illustrated through the assignment choices.

The focus on career progression is commendable, and a real strength of the degree programme.

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 course please indicate here.			

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).

I have attended the Spring module board, and will be attending the final board (31st July 2020) and I have evidenced an organised and systematic approach to the marks being considered.

(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 sample examined is comparable to other higher education institutions within which I am familiar.

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

Similar strengths and weaknesses within the student assignment submissions are observed as aligned to those institutions which I have taught within recently.

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

The programme is structured effectively to enable stepped progression between each level of study. The module handbooks demonstrate a consistent approach to ensure students are very clear about the aims and objectives of each module, how they will be assessed and key resources to support learning. Assessment design is innovative and wide-ranging but there appears to be parity across the modules. Most of the modules are demonstrating high level feedback to students. There is one module (indicated below) which still offers only cursory on text feedback alongside generic summative comments. This module now stands out from the other modules and yet there is much good practice within the programme team.

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

There is evidence of high quality teaching and learning resulting in some excellent and outstanding assignments being produced. There are clearly, also, some students who are failing to engage with the academic rigour required to do well on the programme. There is evidence that these students are mostly being effectively supported.

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

MyBeckett has maintained a user-friendly interface for EEs, which if replicated for student learning would be very appropriate for student engagement.

(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.)

Overview

Once again there has been excellent organisation in preparation for the external examiner role. Materials are clearly presented and there is a consistent approach across all modules in terms of module handbooks, marks and summaries, module reports, which are very helpful, and feedback sheets and marked work.

Thank you.

There are clear examples of the very highest standards of academic work being produced across all modules examined. This would suggest that there is high quality teaching and learning across the programme. The students benefit not only from this, but also the ways in which careers, professional working relationships and current thinking on education relate to each other. This provides an excellent foundation for postgraduate study and employment.

There are, as observed before, a wide variety of assessment designs being used and these offer all students the chance to succeed. Almost all modules now evidence high quality feedback. This should enable every student to make progress in their future assignments. Also, something cited in earlier external examiner reports in previous years, I note the contemporary thinking which underpins the programme. It will be interesting to see how recent events e.g. Covid-19, BLM etc. are addressed in subsequent iterations of the modules.

I have indicated below, specific module feedback.

A primer on educational theory

The module has clearly deepened understanding of the theoretical underpinnings of the education system and structures. It might be useful to ensure that the students are familiar with the theoretical schools each theorist is situated within. One student wrote an excellent paper but used Freire, Bourdieu and Foucault within one paragraph. Structuring the paper with awareness of these different positions might assist understanding further.

Inclusive education

There appears to be some really interesting work here. This was a pleasure to review. Some of the students would benefit from understanding more clearly what they need to do to move their writing into the next mark band.

Also, how extensive was the writing similarity/originality issue? What steps are the team taking to address this? Does this have implications for the formative assessment focus or study skills more generally? Several of the students were advised to paraphrase. The advice might be tighter here than simply to paraphrase. Isn't this about reading more/earlier and synthesising the ideas before writing etc.?

I would have liked to have seen some of the lower marked presentations. How are group sizes determined? Could the handbook be a little clearer here?

Social perspectives in Education

The feedback provided here is exemplary. Even students producing marks in the 80s are receiving detailed on text and summative feedback. These examples could be shared with other teams e.g. Primer on Ed Theory & Practice and Inclusive Education module teams. It is commendable to the team that students who have received lower scores have even more feedback. Quite an achievement. Markers have really engaged to support students here. Excellent practice.

I note use of a submission form. This is interesting. Might this include a statement regarding similarity/originality too? This might be an opportunity to challenge students to think about their responsibility in relation to their submission in this respect. I note an issue with similarity on another module that might be addressed by use of an amended version of the form.

PPD placement

The module is well organised and the modes of assessment work well. A range of work was presented and there is clearly valuable development being made as a result of working in this innovative way.

As noted in the module report, it might be useful for the inclusion of paragraphs within the blog posts to be highlighted by the markers. While blog posts might offer a different medium for communication of academic thought, basic structuring devices are still valid. I recognise that this might have occurred in the transfer from blog to Word document, but nevertheless, this could still be addressed prior to submission.

Ecological positioning in Global Education

I have reviewed the essay element of this module only and would suggest that the feedback provided to students might be more specific in terms of what might have improved the submission as this would support the students further in their development. This applies across the sample, but as identified in the module report, the more generic comments do not ensure that two of the students understand that they need to explain the theories/concepts to the reader and then make an application of this.

Research Methods and Ethics

It is really clear that the comments made in last year's EE report have been actioned. The detailed comments and clear suggestions about how to develop further are exemplary. There is evidence of real engagement from the markers. This approach to marking including the on-text feedback might be shared more widely as good practice.

Children and Young People's Workforce

There is a wide range of achievement within the essays including some at the lower end of the range that did not attain the threshold mark for Level 6, alongside stunning examples of final year assignments. The comments provided to all students allowed for developmental points to be made alongside specific features of the papers themselves being highlighted. I was easily able to access the videos of presentations on Panopto and these showed lengthy and informative presentations.

Career Positioning

The PowerPoint slides were clearly presented and showed careful preparation across the whole sample. This module is very relevant to the development of the student ahead of leaving their degree programme and it is commendable that career focus, in this way, is centralised through an appropriate assessed module. The feedback provided to students is noticeably brief when compared to some of the other modules, although the subject nature would suggest that a personal approach from tutors is taken to the development of the portfolio through other mechanisms.

Major Independent Study

As last year, the standards of work are very high across the sample of four MIS dissertations that were available. The range of topics is impressive and the students continue to produce relevant, contemporary

dissertations that demonstrate sustained commitment to the research timeline. It is commendable that the feedback on the dissertations is of high quality too. This will enable the students to build on their Level 6 achievements in postgraduate or other study in the future. The dissertations represent a grand finale to the degree programme and show that careful supervisory processes are in place to enable students to realise such high standards of work.

Conclusion

While I have evidenced above the specific module feedback, I would like to indicate the following strengths in the samples:

There is much evidence of high levels of learning and development between levels 5 and 6 and this is derived particularly from the modules that use very detailed, careful feedback processes. There is excellent feedback being provided to students in most modules. Of particular note are Social Perspectives, Research Methods and the MIS.

Students are given opportunity for fair assessment opportunities through a commendable range of assessment mechanisms being used.

The programme is clearly promoting students to think about education in a contemporary way, and this is illustrated through the assignment choices.

The focus on career progression is commendable, and a real strength of the degree programme.

Areas for improvement would include:

The use of more than cursory on-text feedback, and specific, detailed and careful feedback being used for the Global Education module.

Encouraging students to frame their theoretical perspectives further in their school of thought, and provide greater explanation of the concepts being used before application to current issues.

Maintaining a tight check on the incidences of high similarity. The submission forms used in Social Perspectives might be a way forward here, if there is a space for similarity score indicated by the student alongside an authenticity statement perhaps.

Thoughtful responses to the Covid-19 situation, BLM etc. (as being addressed by all HEIs currently).

I can confirm that across all modules, marking was fair. There is continued evidence of moderation practices and most modules had detailed module reviews, which are extremely useful for the external examining process. Thank you to the programme team including the programme administrator.

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

N/A

(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.

N/A

collaborative provision for which you have responsibility (in addition to those you may have indicated previously in this report).

N/A