

## Carnegie School Of Education

### Undergraduate

- BAPEQ Prim Ed Leading to QTS(UG)
- PEQTR Primary Education (5-11) QTS(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

# External Examiner's report summary

	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:

The PDP interview is a valuable form of assessment as it allows trainees to draw on their experiences and professional learning from placement. Feedback is clearly linked to Teachers' Standards and gives clear feedforward which relates to practice as well as correcting any errors with structure and referencing etc. Module handbooks, learning outcomes and assessment titles are written in plain English and are therefore jargon-free and easy for students to understand. It is good to see the support for employability and the interview process/NQT year and the emphasis on ECF and this is in a timely place in the year. Hot topics are current and include coverage of the EIF, supporting children in PRU/looked after children, Prevent and behaviour. All will support trainees in understanding the diverse needs of their children as they move into their first positions in school.

## 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.	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).

I attended the board by Skype and consider the board was well organised and due regard was given to the processes. Module Leaders confirmed grading was accurate and if modules had been subject to scrutiny by internal moderation processes and /or External examiners. I had everything I needed prior to the board to be able to complete my scrutiny and contribute to the meeting. The information supplied to examiners is exemplary and includes a comment from the module leader which sets the context and highlights any changes.

(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.

I am happy to confirm the standard of the assessed work. It is evident from the grade profiles that students achieve highly. It is good to see the higher grade ranges being embraced. It is clear how the modules have been adapted due to COVID19 and it is good to note that there hasn't been a dip in standards from the previous year in most cases. It is clear that students will not be disadvantaged by university procedures due to COVID.

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

Students show a deep conceptual and pedagogical knowledge and all modules are designed to provide opportunities for reflection and application to professional practice. There is strong reference to high quality literature and students show a sound understanding of research methods and data analysis. Studies have also made use of documentary analysis, reflective journals and discussions with teachers and children.

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

There is evidence of a rigorous moderation process. Standardisation at the start of the module means markers are in tune and as a result there is minimal change to grades. Feedback is clearly linked to Teachers' Standards and gives clear feedforward which relates to practice as well as correcting any errors with structure and referencing etc. Marking on the script is also evident. Feedback is of high quality and is mostly consistent in format within modules.

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

Students show a good grasp of Teachers' Standards, Education Inspection Frameworks and curriculum documentation and use these alongside current policy documents, research and key theorists. The module handbook shows the currency and comprehensive nature of the programme and there are clear links to current reading which is apparent in the student work.

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

My Beckett was straightforward to navigate. There were no access issues.

(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.)

Detailed comments have been provided on the EE module report form.

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

The programme has a strong inclusive thread and a concern to promote safeguarding and equality. The modules are informed by current research and policy and this is reflected in 'hot topics' which allow a flexible response to changes in national policy and emphasis.

(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).

