

Carnegie School Of Education

Undergraduate

- 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

External Examiner's report summary

"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)

N/A

Areas of good practice/commendation

Any particular strengths or distinctive or innovative features in relation to learning, teaching and assessment:

The module handbooks were clear and consistent across the programme. I was particularly interested in the specifications of 'graduate attributes' and how these were assessed. The weekly schedules ensured students knew what they should be doing during their directed study time, and pre-session reading. Some modules included this information in the handbook, whereas others signposted students to the VLE. The Researching Childhood (16485) provided clear writing tasks each weeks - it would be interesting to understand more about how this was built upon in the sessions and the engagement of the students in these tasks.

The modules on offer across the programme cover a diverse and relevant range of topics that clearly prepare students for life beyond the university. There is a strong research element that runs through the degree. The Researching Childhood module clearly scaffolds key research concepts which then feed into the Major Study module in the final year. This gives the students an opportunity to put into practice the research skills they have covered in the earlier module and the standard of some of the dissertations highlights the quality and in-depth teaching across year 2 and 3.

The assessment for Visual and Literary Perspectives on Childhood (16335) was particularly creative in its approach. The formative feedback in this module was excellent and students were provided with very detailed, bespoke information that clearly signposted them to readings and encouraged great critical thinking and engagement linked to the assignment.

Across the programme feedback was encouraging and constructive. Students were given clear areas for development to improve in future assignments.

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).

The invitation was sent out well in advance and the course administrator was helpful and responsive throughout the process. Due to the Covid-19 crisis the board took place online and ran smoothly and efficiently.

(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.

Students are achieving well on most modules and across the programme with a healthy proportion achieving over a mark of 60 in each module. The grade distribution table is a useful way of displaying this information. Do module leaders have access to more detailed statistics which could potentially highlight particular groups of students who may not be achieving as highly as their peers?

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

I was very impressed with the standard of knowledge and understanding displayed by the students across the modules. Students demonstrated a clear understanding of complex issues in their academic writing with strong links to theories to underpin their discussions.

There were some minor issues in the Researching Childhood module regarding feasibility of research design and potentially sensitive research topics. Upon moderating the Major Study module, however, it is clear that any ethical issues are addressed and students undertake desk-based studies if the topic is deemed 'too sensitive'.

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

The standard of organisation across the programme is robust. Module handbooks and clear and consistent assessment protocols are well-managed. There was a significant focus on written tasks across the module sample and I wonder if there is scope for the development of more creative assignments as seen in the Visual and Literary Perspectives module. University responses to the current pandemic may provide an opportunity to explore this in more depth.

Assessment was strong with an emphasis on 'feeding forward' across a lot of the modules. Feedback linked to the assessment rubric providing a clear understanding for students of the standard of work and what they need to do to improve. Students were appropriately signposted to additional support when this was required. Areas for development were highlighted to help students improve their work as they progress onto the next module. Across most modules comments were given by both first and second marker which was useful to see the moderation processes in action.

Most module handbooks explicitly outline the opportunities for formative assessment. It is clear that formative feedback is part of effective pedagogical practices and was documented on some modules (a particularly strong example was the Visual and Literary Perspectives module) and in handbooks through seminar sessions and written task assignments. It might be worth considering how documenting these excellent formative feedback practices could be more consistent across the module handbooks.

There were some issues with consistency in marking across the Independent Major Study sample which was highlighted on the report for this module although it is acknowledged that this may be the result of the simplified moderation process in response to the current Covid crisis.

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

Across all the modules extensive content was covered that enabled students to formulate interesting and well-researched discussions underpinned by key theorists. I think this was a real strength of the programme, and also taking into account the diverse range of modules, the students experienced a wealth of knowledge and concepts through the teaching. This was reflected in the standard of the academic work that they produced. The range of modules also enables students to focus on their own individual interests within the field of childhood and education.

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

The VLE was not accessed as part of the external examiner process. At times this might have been useful as some essay titles were not available in the module handbook and had been posted to the VLE directly.

(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 modules examined addressed a wide range of interesting and complex contemporary issues and assignments linked to learning outcomes.

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

NA

(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.

NA

(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