

Carnegie School Of Education

Postgraduate

- MACHE Child Studies & Early Yrs (3Y)(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

I have taken the above statement to mean that students, who achieve a Pass or more, achieve standards that are reasonably comparable with those in courses and subjects in other UK institutions.

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.

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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:

As noted in the previous report, I would commend:

- The delineation of the marking criteria by level
- The constructive feedback given to students, through the feedback sheets and annotations
- The engagement of students with the topics and related literature

I note the considerable development underway within courses and on the degree structure, to improve research methods training and research design support for students. This has continued to improve this year.

There are a number of exceptional modules on this degree, in terms of: their conceptual and substantive pertinence to childhood studies; the expertise underlying the module; and the students' engagement with this as demonstrated in their assessments.

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.			

External Examiner's report summary

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).

It is now very possible to attend the boards virtually. The administration of the examining process was invariably helpful.

(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.

While very high marks are awarded, that are not always seen at other UK institutions with which I am familiar; otherwise the marks are reasonably comparable.

There is generally a broad range of performance across the cohorts. This is similar to other cohorts, in other institutions, where there is a diverse range of students -- some of whom are working and/or undertaking distance learning. There is some excellent work that is being assessed.

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

As written previously:

- The students showed commendable engagement with the topics and related literature.
- For the dissertations overall, I recommend continued attention to support students to have a) a robust research design, suitable to the MA level and fieldwork scope and b) be able to discuss and justify it persuasively, showing an understanding of the literature and research design requirements. (To note that there has been considerable improvement from last year.)

Continued work is being undertaken to support student undertaking quantitative research for their dissertations, to ensure they make viable decisions.

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

As written previously:

The markers showed care in providing constructive comments, including specifics on how assessments

could be improved.

I welcome the explicit information for students and external examiners, of formative assessments to help students achieve in summative assessments.

Consideration could be given to broadening the range of skills assessed, such as presentation skills, in the assessments.

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

As stated above, the students engage in the topics of and learning from the courses; certain 'high-performing' students report being stretched and enthused by certain courses.

A reasonable range of topics is covered by the programme. As stated above, there are a number of exceptional modules included within the programme.

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

VLE is used within the courses.

(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 for each module.

(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

(k) Collaborative Provision: please include here any comments you wish to make on elements of

previously in this report).

n/a