

## Carnegie School Of Education

### Postgraduate

- PGADC CAS Sec Ed (11-16) Art & Design(TP)
- PGBAT BAT Sec Ed (11-16) Art & Design(TP)
- PGMHR MHP Primary Education (5-11)(TP)
- PGOUT OUT Primary Education (5-11)(TP)
- PGPPE LBP Prim Ed (5-11) Physical Ed(TP)
- PGPRI LBP Primary Education (5-11)(TP)
- PGRW RAW Primary Education (5-11)(TP)
- PGSHO SHO Primary Education (5-11)(TP)
- PGWOL WOL Primary Education (5-11)(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.

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.

### 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

The provision for all three modules of which had oversight, was exceptional in terms of teaching, assessment,

# External Examiner's report summary

equitability and pastoral care. The detailed formative feedback was indicative of this equally across the teams of lecturers on the Child Development, Practitioner Enquiry and The Professional Enquirer modules. When the standard of work is this high, it makes my work very pleasing and difficult to find room for improvement. My recommendation with regards my latter point is to remain consistent and acknowledge that staff are, particularly during the challenging times this year, exceptional in their commitment and rigour. With regards to the framework for Higher Education Qualifications, all three modules remain consistently above recommendations.

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:

I was pleased to receive all failed assignments for the modules this year as per my recommendation because it allows me to oversee the quality and consistency of formative feedback and helpful advice for students to improve. From this evidence, I am confident that students are equitably supported to recognise why they have not yet achieved a standard to overtake a pass mark and what they are required to do next. I have to commend the rigour of internal moderation processes to ensure that this quality of feedback was fair and helpful.

## 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

# External Examiner's report summary

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.<br>*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 operation and conduct of the award board was efficient, precise and accurate and I commend the administration team for making this so fluid especially because it is online.

(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 students showed a higher range of high passes compared to other institutions because they were of very high quality. Of the highest graded assignments, there is potential for publication and I recommend that these students be contacted and encouraged to publish in their NQT and NQT+ years with their former tutors. There was typically appropriate negative skew in the range of marks with a higher proportion achieving work at a 2.1 or 1.

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

The strengths of students in general was the ability to relate theory to actual observation and practice across the course and then synthesise their own critical interpretation of their findings.  
Weaknesses in lower graded assignments proved difficulties in the ability to move from being too descriptive to a more reflective style and it may be worth holding extra workshops early in the year for some students who have indicated weak critical reflection skills in their ability to understand critical reflection.

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

The standards of the marking of examination papers were well structured and the marking detailed and easy for students to follow. Of the presentations that I had watched online, these were excellent in enabling students to begin to problematise controversial issues in education and the feedback and grades awarded were celebratory and formative.

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

The curriculum has provided a suitable breadth of initial reading materials for students to explore although for the lower achieving students described above, it would help if you emphasise more that this is only 'initial'. From the assessments overall, it is clear that the quality of teaching on all three modules has been very high.

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

My Beckett allowed innovative forms of assessment to occur (e.g. presentations) and gave students greater independence to direct their learning. This is to be commended because often VLEs, if improperly managed, can restrict imagination and creativity.

(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.)

I mentioned earlier in this report the consistently high quality marking and with regards content for all three modules, this is reflected by the higher proportion of students who have written interesting and relevant assignments. It would be nice to see more opportunities for Problem Based Learning to occur which may increase confidence levels around the skills set required for critical reflection.

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

In the period of one academic year, the scholarship demonstrated by students which related directly to their own, and others', professional practice was often more than commensurate with other teacher education institutions (including those belonging to the Russell Group).

(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

concerns or comments you may have here.

I am satisfied with the academic regulatory framework and have no further comment.

(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).

Partnership with the network of schools is essential to sustain and develop and relations between the course and their partner schools seem very well established.