

PGCE Stockton on Tees 2017/18

External Examiner’s report summary

Please indicate in the relevant boxes 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.

Standards set		
	Yes	No
“In my view, the threshold academic standards set for the modules/awards are appropriate.”	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’ achievement is comparable with similar course(s) or subjects in other UK institutions with which I am familiar.”	x		
Please provide any further comment on the comparability of collaborative provision.			
The standard of work submitted at level 7 is entirely suitable and in line with that seen at other UK institutions with which I am familiar.			
* Not applicable – if you are a practitioner and are not in a position to assess this please indicate here.			
If your answer is ‘no’, please provide a brief statement (bullet points) of the respect(s) in which they fall short.			

Conduct of processes		
	Yes	No
“In my view, the processes for assessment, examination and the determination of awards are 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.		

Areas of good practice
Any particular strengths or distinctive or innovative features in relation to learning, teaching and assessment.

The course teams are responsive to re-scheduling of assignments for this year, for example the sequential submission of assignments has enabled the feedback from each assignment to feed forward into the next one. In my opinion this has supported student standards which have been maintained and developed.

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			
"In my view, the professional body requirements for this course have been met. <i>*Not applicable if the course is not a professional body course please indicate here.</i>	Yes	No	N/A *
			x
<i>If your answer is 'no', please provide a brief statement (bullet points) of the respect(s) in which they fall short.</i>			

(a) The operation and conduct of the Progression and Award Board (and/or Module Board meeting you may also have attended).
The operation of the board proceeded very effectively, timely and smoothly and I was made to feel welcome. Thank you.

(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.)
No action required

(c) The overall performance of the students, in relation to that of comparable levels of work in other institutions.
The student outcomes in relation to the University's published grade criteria' is comparable with those on similar programmes at other UK institutions of which I am familiar.

(d) The strengths and weaknesses of the students in general with respect to knowledge, conceptual grasp or application of skills.
Due to the sequential re-scheduling of assignments this year students have been reassured of course expectations earlier. This has meant that on return of marks from the first assignment students could see where they excelled and were more able to judge the required standard. Conversely if they failed the first assignment, supportive targeted feedback allowed students to re-assess what they needed to do in

order to pass. These actions have supported and embedded student competence in demonstrating their grasp of concepts and skills.

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

It seems that last year students were finding it difficult to write the DSC assignment in the abstract i.e. before they had much knowledge of teaching. Therefore it is good to see that the emphasis on the Stockton DSC assignment and therefore the teaching of this has changed in order to give students thinking space in focussing on how to teach 'their' subject (or subjects generally). Results demonstrate that this has worked well in unlocking student understanding of concepts and teaching skills.

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

The assignments are usefully pitched to enable students make explicit links to their practice. This has the result that students are more able to engage in critical reflection on what they do, rather than concentrate upon the topic areas per se e.g. SEND, assessment.

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

Very good – everything was really well organised and accessible.

(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.)

The moderation team is consistent across Educate and Stockton module assessment processes therefore academic standards are maintained and developed further.

This year the team have made explicit links to the Stockton ITT programme by liaising with the Stockton ITT partnership. This helps academic consistency because aspects that might have been repeated such as types of assessment, or some aspects of SEND are not duplicated. Which means that the team can concentrate on the 'critical argument' aspects. I believe this has resulted in improved level 7 outcomes for students.

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

Staff engagement with scholarship and with the work of professional bodies demonstrates the important connection between knowledge dissemination and practice of staff and therefore students. I understand this continues to be embedded in teaching and learning activities to support, challenge and critically engage students so that better quality outcomes result.

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

External Examiners' Report Checklist

Please comment for all boxes

Course Materials				
Did you receive?		Yes	No	N/A
a.	Course Handbook(s)?	x		
b.	Academic Regulations including any Professional Statutory Body requirements where appropriate (these may be included the Course Handbook)?	x		
c.	Module specifications (these may be in the Course Handbook)?	x		
d.	Assessment briefs/marketing criteria?	x		

Draft examination papers				
		Yes	No	N/A
a.	(i) Did you receive all the draft papers?			x
	(ii) If not, was this at your request?			x
b.	(i) Was the nature and level of the questions appropriate?			x
	(ii) If not, were suitable arrangements made to consider your comments?			x
c.	Were suitable arrangements made to consider your comments?			x

Draft coursework				
		Yes	No	N/A
a.	(i) Did you receive all the draft coursework?	x		
	(ii) If not, was this at your request?			x
b.	(i) Was the nature and level of the coursework appropriate?	x		
	(ii) If not, were suitable arrangements made to consider your comments?			x
c.	Were suitable arrangements made to consider your comments?	x		

Marking Examination Scripts				
		Yes	No	N/A
a.	(i) Did you receive a sufficient number of scripts from both home and (if appropriate) collaborative partner students?	x		
	(ii) If you did not receive all the scripts, was the method of selection satisfactory?	x		
<p>Recommended sample sizes at Leeds Beckett University are as follows:</p> <p>a) Samples should be determined by a square root of cohort size, no smaller than 6, no larger than 15. However it should be borne in mind that not all work is assessed in a way that makes a square root sample possible and allowance should be made. For example in subjects such as the performing arts where there may be a requirement for an external to come and view a performance instead, or to visit the exhibition of art work.</p> <p>b) Samples to include all classification categories, and it is helpful to concentrate around the boundaries to include some fails.</p> <p>c) Samples to consist of internally moderated work, clearly evidencing the moderation process.</p>				
b.	Was the general standard and consistency of marking appropriate?	x		
c.	Were the scripts marked in such a way to enable you to see the reasons for the award of given marks?	x		

Dissertations/project reports				
		Yes	No	N/A
a.	Was the choice of subjects for dissertations appropriate?			x
b.	Was the method and standard of assessment appropriate?			x

Coursework/continuously assessed work				
		Yes	No	N/A
a.	Was sufficient coursework made available to you for assessment from both home and (if appropriate) collaborative partner students?	x		
b.	Was the method and general standard of marking and consistency satisfactory?	x		

Orals/performances/recitals/appropriate professional placements				
		Yes	No	N/A
a.	Were suitable arrangements made for you to conduct orals and/or moderate performances/recitals/appropriate professional placements?			x

Module Board/Progression and Award Boards				
		Yes	No	N/A
a.	Were you able to attend the meetings?	x		
b.	Were the meetings conducted to your satisfaction?	x		
c.	Were you satisfied with the recommendations of the Module Board/Progression and Award Boards?	x		