External Examiner's report summary

Carnegie School Of Education

Postgraduate

- MAEDC Education (24 months)(TP)
- MAETI Education with Teacher Inquiry(TP)
- MALME Leadership & Mgt in Education(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

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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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:
The opportunity to investigate relatively obscure topics is a strength. Students' are encouraged to research topics of interest that relate to their employment or work situation, e.g. inclusion, exclusion, BAME issues, lifelong learning and informal education. The structure for these investigations are underpinned by the research module, feedback and tutorials resulting in some outstanding pieces of work. This is a strength of the overall programme. Additionally, the use of a variety of assessment tools is commendable, i.e. posters, presentations and reflections on the applied nature of the students' learning.

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 courseplease indicate here.			
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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(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 online progress and award board was sufficient and pragmatic.

(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 level of assessment and outputs compare to others that I am familiar with at postgraduate level. I was course director for an MSc in community youth work and taught a 60 credit research module for the OU. Standards and levels of assessment were comparable with the MA in Education at Leeds Beckett University

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

There are, as would be expected, a disparity between the strongest and weakest students at this level. Some students excel and their ability is reflected in the marks and comments from staff while others struggle with some concepts and indeed structural presentation of their work [including referencing]. Supportive and guiding feedback from staff indicate pathways that weaker students can take to increase their performances. However in general the standard of student knowledge, conceptual and critical thinking is well developed on this programme of study.

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

Staff use relevant standards for assessing structure, organisation and presentation of work using, in one module, a poster presentation which has to be commended. The module is assessed by 4 pieces of work indicating that the learning outcomes are triangulated in a coherent manner.
Overall students appear to understand the academic structure needed at postgraduate level.

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

The module allows the curriculum to be calibrated and developed to meet the educational and knowledge-based needs of the students. Indeed many of the educational perspectives and independent studies that I reviewed were extremely topical and interesting. Some, it should be said, from the stronger students, could be worked up to doctorate level.

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

N/A

(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 reviewed meet the expected learning outcomes of the course.

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

The research module develops the staff student interaction towards a workable dissertation leading to subsequent scholarship and hopefully increased professional practice. The manner of interaction and analytical discussion within the assessments reviewed indicates a high level of student engagement augmented by and with staff feedback.

(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).

N/A

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