

Form 'External Examiners - Carnegie School Of Education' for External Examiners - Carnegie School Of Education

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| Submitted By |                                                                                                                     |
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| Actions      | <div>Edit submission</div> <div><a href="#">Print submission</a></div> <div><a href="#">Delete submission</a></div> |

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Introduction

Carnegie School Of Education

Undergraduate

- BEYRS Early Years(UG)

External Examiner ID

33655923

Name Of External Examiner:

First Name

Last Name

Collaborative Institution:

Collaborative Institution

Name of Collaborative Institution:

University Campus Oldham

Date of Main Progression and Award Board Attended:

22-Jun-2023

## Introduction

External Examiners are required by the terms of their appointment to submit an annual report. The report will be considered in depth during course annual monitoring activity. A record of the University’s responses to examiners’ reports also forms part of the documentation for this activity. It is also used in compiling our annual report on external examining.

**Your report will be widely circulated and shared with Students** and therefore we ask you not to refer to anyone by name or in a way that allows identification of an individual.

Please complete all sections of the report unless they are not relevant (such as you do not examine Collaborative or Degree Apprenticeship Provision). This report must be **submitted within 28 days of the main Progression and Award Board** and failure to submit within the required timescale may result in termination of your tenure as an external examiner without good reason.

**NO EXAMINING FEES WILL BE PAID IF YOU FAIL TO SUBMIT YOUR ANNUAL REPORT.**

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## Section A

### External Examiner’s Report Summary

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](#) applicable Subject Benchmark Statements / Qualification Characteristic Statements and [Leeds Beckett University regulations](#)

If any boxes are ticked “No” the Dean of School or nominee will be alerted and will oversee the response from the Course Director.

[HK1]Added Reference to correct section of Regulations in here.

### Standards set

A1) “Threshold academic standards set for the modules/courses meet the applicable national academic standards.” (required)

See 14.3.6a of regulations

Yes

### Student achievement

A2) “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.” (required)

14.3.6b of regulations

Yes

A2b) Please provide any further comment on the comparability of any associated collaborative provision:

### Conduct of processes

A3) "Processes for assessment and the determination of awards are reliable, rigorous and conducted in line with the regulations at all times." (required)

see 14.3.6c of regulations

Yes

### Professional Body Requirements

A4) Do the learning outcomes and assessment of the courses allow successful students to meet the Professional Statutory and Regulatory Bodies criteria at the appropriate level'. (required)

see 14.3.6a of regulations

N/A

Actions from last year’s report

A5) In respect of your feedback, has any required action from last year’s report been satisfactorily responded to? (required)

N/A

Issues/point for clarity during the year

A6) Did you raise any issues/point for clarity throughout the year? (required)

Yes

A6a) Please expand below how they were/were not addressed: (required)

Feedback raised regarding the delivery of presentation modules in S1 and 2. Suggestions for improvement have been made for 2023-24

Areas of good practice/commendation

A7) Please outline any particular strengths or distinctive or innovative features you have observed in relation to learning, teaching and assessment:

I was very impressed with the newly developed Forest School module in S1 where students engaged in Forest School practice for a number of weeks and their assessment was based around this. It was clear when looking at students work that their knowledge of this pedagogical approach to learning; as a result of the practical element of the module played a significant part in enhancing their understanding, as well as enabling them to develop the skills required to deliver Forest School.

Section B

Academic Standards

Please advise on the Academic Standards for the Programme:

B1) Do the Courses and its modules continue to be coherent and generally up-to-date and at an appropriate level to enable students to meet the relevant aims and learning outcomes? (required)

Yes

B2) What do you believe were the strengths and weaknesses of the students in general with respect to knowledge, conceptual grasp or application of skills? (required)

It was clear from the moderated scripts that the students who gained very positive marks had engaged well with taught sessions and also engaged with extensive wider reading. For the weaker scripts, support with academic skills was an area of weakness where students had not grasped concepts of referencing or structuring their work in an academic style. In some of the reflective assesments, students identified themselves that not engaging with materials provided, not having a plan of regualry study time set aside and part time working has impacted on their full understanding of module content.

B3) Are the marking/grading criteria or marking schemes set at the appropriate level of study and have they been consistently applied including internal moderation processes? (required)

Yes

B4) Did students receive adequate and helpful feedback to inform their future learning? (required)

Yes

B5) In your view please indicate how well you feel the course prepares students for progression to managerial or professional employment or further study? (required)

0= not at all, 10= fully

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B6) Please provide any further comments to indicate how the course could better prepare students for progression to managerial or professional employment or further study (if applicable)

B7) Have you had the opportunity to comment on or contribute to a review of the course including any proposed modifications or enhancements to provision? (required)

Yes

B8) If you have answered no to any of the above or would like to add any further points of clarity, please expand in the box below:

## Section C

### Assessment

Please advise on the Assessment Process for the Programme:

C1) The internal assessment / examination procedures are comparable with similar awards in the UK. (required)

Yes

C2) Procedures for the Exam Boards were fairly and rigorously conducted (including procedures governing extenuating circumstances, academic misconduct and borderline performance), and in accordance with the University's Academic Regulations. (required)

Yes

C3) The design and structure of the assessment methods used were appropriate; there was comparability within and across modules/awards in terms of level and their effectiveness in measuring the overall learning outcomes. (required)

Yes

C4) There was sufficient rigour in the achievement of learning outcomes in professional placements / work-based learning / work experience (where relevant).

Yes

C5) The moderation process is rigorous and there is consistency in marking standards. (required)

Yes

C6) The range of exam papers / assignments provided for sampling purposes and their appropriateness in terms of subject / level / learning outcomes were appropriate. (required)

Yes

C7) If You have answered no to any of the above or would like to add any further points of clarity, please expand in the box below:

## Section D

### Organisation and Arrangements

Please advise on the organisation and arrangements for you undertaking this role:

D1) I was new in post this academic year. (required)

Yes

D2) The University has helped me to undertake my role effectively. (required)

Yes

D3) I am satisfied with the range of external examiner activities undertaken and with my involvement in assessment procedures at module level. (required)

Yes

D4) I am satisfied with the appropriateness and timing of information, of draft examination papers for approval and student work for moderation. (required)

Yes

D5) I am satisfied with the on-line induction training designed to familiarise External Examiners with the University's Regulations/Procedures concerning assessment.

Newly appointed External Examiners only

N/A

D6) I am satisfied with the level of support received from my mentor.

External Examiners new to the role only

No

D7) I am satisfied with the programme-level induction provided by the Course Director to familiarise me with the programme itself. (required)

Yes

D8) Are there any general or specific comments on the development and support offered by the University, especially improvements you would like to see:

I was appointed an EE Mentor who rearranged several meetings and then did not come online on the day of our final planned meeting and did not let me know he wasn't available. He never communicate me again and I chased him up several times as was new to the role and wanted some support. I explained the situation to someone in an admin role and requested some support from another person/Mentor. I had a meeting with the CL Helen Young who was wonderful and supportive and helped me to understand the course and the role. I want to thank her for her time and support. I don't think I was provided access to any online induction training as mention in D5 but this could have been down to my issues with my EE Mentor that this was missed.

D9) If You have answered no to any of the above or would like to add any further points of clarity, please expand in the box below:

Section E

Collaborative Provision

Please indicate if you have been satisfied with the following:

E) Do you examine collaborative provision?

No

Section F

Degree Apprenticeships

F1) Were you involved in the examination of Apprenticeship Provision?

No

Open comments

Section G

## End Point Assessment

G1) I have seen evidence that Apprentices have the opportunity to practice the assessment methods that will be used at End Point Assessment before undertaking the End Point Assessment.

N/A

G2) If you examine integrated apprenticeship provision, please provide specific comments on the suitability and content of End Point Assessment:

G3) If you have answered no to any of the above or would like to add any further points of clarity, please expand in the box below:

Where applicable, a copy of your report will be shared with the Chief External Examiner who is appointed to provide oversight of related modules and/or courses.

## Final Comments

Are there any other final comments you would like to make in relation to your role as External Examiner?

I have found it inciteful and interesting to be an EE and to see the range of different modules and assessments that are offered by another institution

## End of Tenure Report

If you are at the end of your tenure as External Examiner, please provide an overview of the development of the programme during your term of office. This overview will be of value to the University, the programme team and to the incoming External Examiner.

Please include commentary regarding academic standards and student achievement across cohorts during the examiner's period of appointment:

*This Section is only to be completed by external examiners at the end of their tenure.*

I have enjoyed my first year being an EE for Leeds Beckett. All the assessments for each level of the degree have been carefully thought out to offer a range of different subjects relevant to their degree, whilst offering variation to meet the required learning outcomes. I very much enjoyed reading the students work and the content of the tasks showed the level of engagement with the module assessments. There was a range of grades across all modules but also evidence of some really impressive high-quality work. I can't comment with certainty that these students went beyond what was taught as I didn't have access to the VLE or any of the teaching materials to look at but in some cases, the standard was very high and some students demonstrated they had engaged with a wealth of wider academic reading material to support their understanding and this was reflected within their assessments and grades.

There was some impressive work produced across all modules and some excellent final projects by a few students which were fascinating to read. One module in particular I wanted to highlight and discuss was the Forest School module, which I believe is a newly created module and involved students engaging in Forest School practice over a number of weeks which to support their understanding. I feel the students' knowledge and understanding of this approach was greatly enhanced by the practical element of the module and their portfolio assessment. As more and more educational and early settings are now offering FS provision, the development of this module is inspiring, as well as beneficial to students, in terms of understanding the benefits of nature play and how this approach can enhance children's wellbeing and resilience. It allows the course to provide opportunities to discuss sustainability topics within the module, which is a developing area within education and offers cross curricular opportunities for these aspects to be met within modules. I believe this type of hands-on real-life experiences stay with students beyond the completion of any degree and it is inspiring to see modules like this being developed with HE. If I am able to arrange a visit next year to meet some of the students, I would very much like to find out how they perceive and value all their modules but in particular this new module with a practice-based element.

In terms of real-life skills and graduate attributes that employers are looking for, and as we move towards ensuring graduates have the skills for employability and the workplace, consideration could be given to looking at other modules/assessments to see if any could be further adapted to create more opportunities for students to demonstrate employability related skills. I have fed back in S1 and 2 that the presentations modules could discourage students from reading rather lengthy essays direct from notes and be used instead as an opportunity for them to develop crib notes and present in a more fluid way, appropriate for presentations. This would provide opportunities to develop the skills needed for many work-placed roles and/or interviews. I have already started to see more AI generated work in my own institution and this going to be growing and difficult technological advancement that tutors are going to have to tackle even more in the next academic year. There are a number of modules on the degree already with various different assessment methods/tasks, but more creative methods of being assessed that may make the use of AI more difficult, whilst also contributing towards enabling students to develop graduate skills and attributes for employment may be worth considering the future.

In terms of the work provided to me, I found the handbooks and moderation process and systems very clear and easy to navigate once I was up and running. A personal thanks to Helen Young for stepping in to provide some mentorship to me in the absence of my allocated mentor. This was



very much appreciated.

In particular, I would like to comment on the feedback provided by all staff, across all modules as it was extensive and supportive. I found the tutors marking and feedback to be personal, individualised and specific and it clearly identified strengths and weaknesses of their work. The personal feedback given by the tutors is so important to students. The feedback I read was developmentally supportive and made it clear to students what they needed to focus on and improve, in order to aim for the higher bandings. It is evident the students have a really good relationship with their tutors and this was stated within many of their final project acknowledgements how much they felt supported by the team at LB. I want to recognise the efforts of the teaching staff to the students as it is clear they value them all. Well done.

Email Address (required)

Date (required)

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