

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

Submitted By	
Began	3 Jul 2023, 9:21 am
Finished	3 Jul 2023, 10:03 am
Updated	3 Jul 2023, 10:03 am
Status	Default
Actions	Edit submission Print submission Delete submission

Page 1 of 9



**LEEDS
BECKETT
UNIVERSITY**

Introduction

Carnegie School Of Education

Undergraduate

- BPEAC Primary Education (AD)(UG)

External Examiner ID

33662097

Name Of External Examiner:

First Name

Last Name

Collaborative Institution:

Date of Main Progression and Award Board Attended:

28-Jul-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.

Page 1 of 9

Page 2 of 9

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

Yes

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)

No

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:

The feedback by markers has been detailed and included appropriate areas for development. Marking was particularly strong when markers signposted the students to sources of support in their marking such as further reading of academic writing supportive materials.

The module materials sent to students provided clear and useful information to the student regarding the modules. It was particularly useful for external examiners to be able to see the schedule of taught sessions within the module. The learning outcomes for each module were very clear so the students knew the expectations and subject coverage.

It was useful to see the comments completed by second markers that enabled external examiners such as myself to see the moderation process of marking.

All feedback included comments about the strengths of the assignment that were very positive and encouraging for the students - even when they hadn't scored particularly high.

I felt that the marking was consistent and it was very rare for me to question a score and if I did, it was only by a couple of marks. This indicates that the marking moderation process of marking is good across this course.

Page 2 of 9

Page 3 of 9

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)

Strengths

Sessions are incorporated into modules to enable them to work towards their assignments with support from staff members.

Students were able to link a range of literature to their discussions appropriately.

Most students were able to demonstrate that they could give examples of where theory linked to practice.

Assignments enabled students to include appropriate structure and content in their assignments.

Students demonstrated that they had knowledge of using correct conventions of referencing and citing literature.

Some students demonstrated particularly high standards in their assignments and achieved 80+

Students who received lower scores were provided with particularly detailed feedback to enable them to identify what they needed to do to improve.

Content from taught sessions was evident in assignments, demonstrating that the knowledge gained from the teaching is useful and appropriate.

Weaknesses

Some students found it challenging to link examples of theory to practice.

Some students did not read very widely for assignments and this was evident in their assignments through the use of unevicenced statements or unfounded assumptions.

The students who scored lower tended to lack criticality in their discussions and had a surface-level understanding of the subject 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

8

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)

Although sessions and marking refer to the Teachers' Standards, in the modules I have moderated on, I have not seen any reference to the Core Content Framework. I think this would be useful to incorporate more into sessions and feedback to prepare students and enable them to familiarise themselves with the minimum entitlement of trainee teachers.

At the setting I work at, we have a heading in the marking feedback called "Links to practice". This is where the marker states what the trainee has learned through the session that is useful for practice and then also recommends how they might apply this knowledge in practice in the future. For example, if the module was about provision for vulnerable children it may say something like "In this module, you have explored how specific provision is put in place for children who may be vulnerable. In your next school experience, take the opportunity to observe the planning and provision put in place for children with SEND. How does this enable them to meet their individual targets?". This might encourage the students to more frequently think about linking theory to practice.

The marking was particularly strong when the students were signposted to links of further support. However, this was not done consistently by all markers. Maybe better consistency with this good practice across all markers would be beneficial.

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:

Page 3 of 9

Page 4 of 9

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:

Page 4 of 9

Page 5 of 9

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)

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

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

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

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

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

External Examiners new to the role only

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

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

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:

Page 5 of 9

Page 6 of 9

Section E

Collaborative Provision

Please indicate if you have been satisfied with the following:

E) Do you examine collaborative provision?

Page 6 of 9

Page 7 of 9

Section F

Degree Apprenticeships

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

No

Open comments

Page 7 of 9

Page 8 of 9

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.

Page 8 of 9

Page 9 of 9

Final Comments

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

I have enjoyed undertaking the external examiner role this year. It is interesting to be able to see the module content and assignments from another setting and compare to my own setting.

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.

Email Address (required)

Date (required)

3-Jul-2023

POWERED BY  simplicity