

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

Submitted By	
Began	27 Nov 2023, 1:49 pm
Finished	27 Nov 2023, 3:11 pm
Updated	27 Nov 2023, 3:11 pm
Status	<p>Default</p> <p>Last Status Change: 27 Nov 2023, 3:11 pm by Claire Cassidy</p> <p>↻ Status change history</p>
Actions	<p>Edit submission</p> <p>Print submission</p> <p>Delete submission</p>

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**LEEDS
BECKETT
UNIVERSITY**

Introduction

Carnegie School Of Education Postgraduate

- MACHE Child Studies & Early Yrs (3Y)(TP)

External Examiner ID

33596796

Name Of External Examiner:

First Name

Last Name

Collaborative Institution:

Date of Main Progression and Award Board Attended:

3 Nov 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:

The course content and associated assessments are in line with what I would expect at other universities. The assessment is aligned with expectations at Masters-level and is professionally relevant for the students. They have opportunities to exercise choice in terms of their assignment focus across the course, thereby making the tasks set meaningful for the students post qualification.

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)

Yes

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 link between students' professional practice and their assignments continues to be a strength. It can be a challenge to make assignments relevant, particularly when working with a cohort from various international contexts. Feedback is always very positively framed, which is to be commended.

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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)

The course leader reviewed some of the content this session. This was a positive step as it seems to have reduced duplication while allowing students to draw on ideas from across the course. I remain concerned by the ways in which students refer to some ideas presented by key philosophers in their writing as I am not convinced that have read the texts. I raised this issue last session. I would also suggest that students' work would be strengthened by reducing the number of texts they claim to have engaged with for their assignments; less is often more as far as demonstrating depth of understanding is concerned. In terms of strengths, some students presented very polished pieces of works and these students have been encouraged to consider doctoral studies. The stronger assignments were, as one would expect, more critical in nature, and demonstrated a sound grasp of key ideas. All students worked to align their assignments to their professional practice.

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

7

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)

I am not sure that all students aspire to managerial posts as a result of the qualification. If the aim of the course is to provide that progression, then the content and assessment needs to be more focused on management. I saw nothing that would suggest management content. There is a difference between leadership and management, though I saw nothing related to leadership either. The assignments linked well to professional roles and further study.

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)

No

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:

The course leader had noted in her response to my last report that she would like to discuss possible changes with me. This didn't happen, but I can imagine that her schedule is very busy. I would have been happy to discuss proposed changes with her.

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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:

I would suggest that LBU requires a lot of their external examiners. In some modules I was reviewing almost as many scripts as had been submitted. Not only was I expected to review these, I was expected to provide comments for each script, and in many instances I was writing more than the original marker. This requires some consideration.

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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)

No

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)

No

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

No

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

N/A

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

No

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:

I would have appreciated a longer period to review the assignments. Given the volume of assignments to review and the need to provide comments on each one (see my earlier comments), the time-frame was always far too tight and work I had planned had to be set aside to meet the demands of LBU. Having a note of dates when one should expect assignments and to return feedback would be helpful in advance to allow for planning. Too much is expected with regard to writing comments against each assignment (see earlier comment). I was able to meet the Course Director in advance of this session when she had been put in place, but I would have liked some contact with colleagues leading modules and potentially also the Course Director following our initial meeting. Given that this is the third of fourth Course Director since I took on the external examiner role, greater contact would have been welcome. I would have been happy to support the course team in the way we'd discussed, and as noted in the Course Director's report from last session.

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Section E

Collaborative Provision

Please indicate if you have been satisfied with the following:

E) Do you examine collaborative provision?

No

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Section F

Degree Apprenticeships

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

No

Open comments

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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.

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.

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Final Comments

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

I would like to acknowledge the support from the Administrative Team. They were extremely helpful and well-prepared throughout. I have shared comments with the Course Director in relation to the specific modules I have examined. I have enjoyed reading the assessment tasks set and think these are highly appropriate for the course. Students clearly engage fully with the content of the course, even when they perhaps don't achieve the highest of grades. This is down to their own commitment and to that of the tutors who teach them. The team should be commended on their efforts. Working with a cohort of this nature presents specific challenges, and they have clearly addressed these.

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 written to the Dean of Education to explain that I must tender my resignation a year early. I have taken on a role within my Institution that will not allow me to continue to do justice to the role, particularly with the high demands placed on the external examiner in terms of quantity of coursework to be reviewed alongside the need to comment on each script, which is tantamount to assessing and grading them all. I have enjoyed what I have read. It is certainly a course that meets the requirements of students in the various contexts in which they find themselves. It would be nice to have had the opportunity, at least once, to meet with students. I have requested this each year, and with the dawn of Zoom/Teams, this could have been facilitated. Students are your best advocates, so not being able to speak with them means that I perhaps missed some excellent practice that wasn't obvious to me but that could have been valuable to LBU. Overall, the standards as as one would hope in a course of this nature. Student achievement, though tutors mark a bit higher than I would generally, is as one would expect. The strong students are undeniably strong, with criticality and a real sense of voice in their work. I would like to thank the course and administrative teams for all their efforts in the last three years, and I wish the team well as they continue to reflect on the course. There is much of value and much of which to be proud.

Email Address (required)

Date (required)

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