

Form 'External Examiners - Carnegie School Of Education' for [Suzanne Allies](#)

External Examiners - Carnegie School Of Education

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| Submitted By | |
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| Actions | <p>Edit submission</p> <p>Print submission</p> <p>Delete submission</p> |

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**LEEDS
BECKETT
UNIVERSITY**

Postgraduate

MSMHW Lead Of School Mental Hlth & W(TP), PSMHW Lead Of School Mental Hlth & W(TP)

External Examiner ID

33653709

Name Of External Examiner:

First Name

Last Name

Collaborative Institution:

Collaborative Institution

Name of Collaborative Institution:

University of Worcester and CORE Mental Health.

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:

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)

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:

Every assessment and task the students undertake encourages a strong synthesis between theory and practice. Students generally perform very well in the assessments and feedback is thorough and made explicit with examples to support comments. The modules are assessed fairly in relation not just to other students on the same course, but I can confirm that the standards are in-line with the work produced by students at my institution at Levels 7. It is clear the Module Leaders and Course Leaders are constantly reflecting on ways to improve these courses to benefit student outcomes and satisfaction. In addition, excellent assignment support is being provided within every module. The excellent module Leading Student Resilience Across the School (EDUC746) – does what it says on the tin: Develop sophisticated and original interventions to build children's resilience and nurture appropriate coping mechanisms. This module demonstrates such a positive slant on learning- in the handbook, the ML says they hope a student finds the module thought-provoking- which I am certain they would. I like how they are encouraged to 'be bold and brave to start off the discussion' amongst their peers, which acknowledges how difficult it may be for some, especially online.

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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)

There were many strengths (especially the ability to be critical within their writing) and the only weaknesses were those students whose assignments tended to have some descriptive parts where analysis was rather limited. Students are constantly strengthening their self-awareness and reflective skills within this course. The modules assessments encouraged students to explore a depth of knowledge and the focus was very much on how the students applied this knowledge into their workplaces. For example, a multidisciplinary, whole systems approach is emphasised, especially in the module Working with Local MH Services. Students are encouraged to work autonomously within given strategies and frameworks. I like how, in this module, the presentation and report worked together to build a comprehensive picture of each setting and its corresponding needs. The assessments also reflect on the wider context, the local services and how all of this has impacted on the student in terms of their role in school and therefore the impact this has had on their practice. When I read the reports produced by the students on this module, it was clear that they had researched the topics and were confident at addressing the intended learning outcomes. The higher grades were given to those students who were proficient at including some criticality into their arguments and ensuring that they provided a reasoned judgement fully substantiated with literature and theory. All pieces of work showed an obvious depth of knowledge, and some pieces went beyond the material taught on the module I suspect, showing the obvious passion inspired by the module content and approach.

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)

The course seems to empower students and thoroughly evaluate their own practice and the impact they can have within a setting. I believe this will allow them to realise their own potential and propel them towards progressing and having the confidence to believe in themselves. Such a wide reach and impact is apparent- it seems likely that a student's expertise will support pupils, colleagues and a school's leadership team to inform decisions being made in school's policy and practice and most importantly to facilitate change for the better.

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:

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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:

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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)

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

Yes

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

External Examiners new to the role only

Yes

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 very pleased to have a mentor, Andy Thorpe, who helped me and answered every question that I had about the external examining processes. I found the IT a little tricky but soon worked this out using the multi-factor authenticator. Perhaps in the future, there could be a webinar or online session for external examiners when they start so that someone can go through the IT-related platforms with them. The IT support via email was always very helpful though which I was grateful for. Jane Martin provided me with very useful reminder emails when each assessment was ready for my moderation.

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:

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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.

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.

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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?

It has been a privilege to be involved in this course and to gain an insight into the meaningful and innovative modules involved in the awards. Every piece of feedback I gave to the module teams was taken on board. I feel valued as an EE and critical friend. Thanks for this opportunity to be involved in these courses and I look forward to continuing my role going forward.

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)

13 Dec 2023

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