



## External Examiner's Report

2022/23

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**Name of External Examiner:**

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**Name of Course(s):**

BA (Hons) Primary Education 5-11  
(PEQTR)

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**Name of Collaborative Institution (if applicable  
please state):**

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**Date of Main Progression and Award Board  
Attended: 23/06/23**

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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.**

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 (<https://www.qaa.ac.uk/the-quality-code/qualifications-frameworks>) applicable Subject Benchmark Statements / Qualification Characteristic Statements and Leeds Beckett University regulations [https://www.leedsbeckett.ac.uk/-/media/files/our-university/academic-regulations/14-external-examiners/ar14\\_external\\_examiners\\_and\\_advisers.pdf](https://www.leedsbeckett.ac.uk/-/media/files/our-university/academic-regulations/14-external-examiners/ar14_external_examiners_and_advisers.pdf)

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

A1 Standards set			
"Threshold academic standards set for the modules/courses meet the applicable national academic standards." (see 14.3.6a of regulations)	Yes	No	
	✓		
If your answer is 'no', please provide a brief statement (bullet points) of the respect(s) in which they fall short:			
A2 Student achievement			
"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." (see 14.3.6b of regulations)	Yes	No	N/A *
	✓		
<i>*Not applicable – if you are a practitioner and are not in a position to assess this statement, please note here:</i>			
Please provide any further comment on the comparability of any associated collaborative provision:			
If your answer is 'no', please provide a brief statement (bullet points) of the respect(s) in which they fall short:			
A3 Conduct of processes			
Processes for assessment and the determination of awards are reliable, rigorous and conducted in line with the regulations at all times." (see 14.3.6c of regulations)	Yes	No	
	✓		
If your answer is 'no', please provide a brief statement (bullet points) of the respect(s) in which they fall short.			

<b>A4 Professional Body Requirements</b>			
	<b>Yes</b>	<b>No</b>	<b>N/A *</b>
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'. (see 14.3.6a of regulations)	✓		
<i>*Not applicable if the course is not a professional body course please indicate here.</i>			
If your answer above is ' <b>no to any of the courses that have PSRB criteria</b> ', please provide a brief statement (bullet points) of the respect(s) in which they fall short.			

<b>A5 Actions from last year's report</b> (This will not be relevant if you are examining for the first time)
In respect of your feedback, has any required action from last year's report been satisfactorily responded to? <b>YES / NO</b> (please delete as necessary) If NO please expand Below  <b>N/A – Examining for the first time.</b>

<b>A6 Issues/point for clarity during the year?</b>
<b>Did you raise any issues/point for clarity throughout the year?</b>  <b>NO</b>

<b>A7 Areas of good practice/commendation</b>
Please outline any particular strengths or distinctive or innovative features you have observed in relation to learning, teaching and assessment:

Having moderated a range of modules from level five and level six, it is clear that there is consistency of approach and accuracy of marking.

Within the modules examined, there is a good range of creative approaches to assessment including the opportunity for trainees to hone their presentation skills. In particular, the 'becoming a subject coordinator' module provided an interesting means in which to capture trainees understanding of leadership in their chosen subject. I really enjoyed listening to the interviews and there was a good range of subject areas. Furthermore, the students clearly articulated an interest in their chosen subject and an awareness of pertinent issues that currently exist.

The feedback offered was both personal and positive with specific improvement points to support students to develop further. There is a good balance of strengths and areas for development within the feedback given.

## Academic Standards

Please advise on the Academic Standards for the Programme:

	Yes	No
<b>B1)</b> 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?	✓	

**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?

The stronger examples of students work demonstrated a greater critical approach where engagement with a wide range of research and policies was used to support assertions and also consider limitations often leading to a clear synthesis being offered.

It was also advantageous when students referred to their teaching practice and experience in schools to exemplify how their chosen theories and approaches underpin good practice.

Within module assessments which required engagement with lesson planning, there was a disparity with regards the level of depth and analysis of plans. For example, weaker examples did not always consider important elements such as types of knowledge, adaptive teaching, misconceptions and use of other adults. Promoting the use of a standard trainee teacher lesson template would aid consistency in this area.

	Yes	No
<b>B3)</b> 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?		
<b>B4) Did students receive adequate and helpful feedback to inform their future learning?</b>	✓	

**B5) In your view please indicate how well you feel the course prepares students for progression to managerial or professional employment or further study (where 0= not at all, 10= fully)**

**Number 10**

**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>Yes</i>	<i>No</i>	<i>N/A</i>
<b>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?</b>			✓

**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**

### **Assessment**

**Please advise on the Assessment Process for the Programme: -**

	<i>Yes</i>	<i>No</i>	<i>N/A</i>
<b>C1) The internal assessment / examination procedures are comparable with similar awards in the UK.</b>	✓		
<b>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.</b>	✓		
<b>C3) The design and structure of the assessment methods used were appropriate; there was comparability within and</b>	✓		

across modules/awards in terms of level and their effectiveness in measuring the overall learning outcomes.			
<b>C4)</b> There was sufficient rigour in the achievement of learning outcomes in professional placements / work-based learning / work experience ( <b>where relevant</b> ).	✓		
<b>C5)</b> The moderation process is rigorous and there is consistency in marking standards.	✓		
<b>C6)</b> The range of exam papers / assignments provided for sampling purposes and their appropriateness in terms of subject / level / learning outcomes were appropriate.	✓		

**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**

### Organisation and Arrangements

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

	Yes	No	N/A
<b>D1)</b> I was new in post this academic year.	✓		
<b>D2)</b> The University has helped me to undertake my role effectively.	✓		
<b>D3)</b> I am satisfied with the range of external examiner activities undertaken and with my involvement in assessment procedures at module level.	✓		
<b>D4)</b> I am satisfied with the appropriateness and timing of information, of draft examination papers for approval and student work for moderation.	✓		
<b>D5)</b> 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]	✓		
<b>D6)</b> I am satisfied with the level of support received from my mentor [newly appointed External Examiners only]			✓
<b>D7)</b> I am satisfied with the programme-level induction provided by the Course Director to familiarise me with the programme itself.	✓		

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

Due to time of the year in which I was appointed, and time limitations, I did not get the opportunity to avail of support from a mentor.

**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**

***Collaborative Provision (If you do not examine Collaborative Provision please go to section F)***

Please indicate if you have been satisfied with the following:

	<b>Yes</b>	<b>No</b>
<b>E1)</b> Students' performance provided evidence of access to appropriate learning resources at the Partner.	✓	
<b>E2)</b> The operation and management of the assessment process and Board of Examiners between the University and partner was satisfactory.	✓	
<b>E3)</b> The effectiveness of arrangements in place to ensure that the standards of awards are credible and secure, irrespective of where, or how, programmes are delivered, and who delivers them.	✓	

**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**

**Degree Apprenticeships (If you do not examine Degree Apprenticeships please go to final comments section)**

	<b>Yes</b>	<b>No</b>	<b>N/A</b>
<b>F1)</b> <b>Were you involved in the examination of Apprenticeship Provision (Yes/No)</b>			

<b>F2)</b> <b>Overall, were apprenticeship learners achieving and progressing in line with the requirements of the apprenticeship (either closed cohort or as part of a mixed cohort)? (Yes/No)</b>			
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If you stated 'No', to Q2, or would like to add any further points of clarity, please use the box below (Open text)

**End Point assessment (If you do not examine End Point assessment please go to final comments section)**

	<i>Yes</i>	<i>No</i>	<i>NA</i>
<b>G1)</b> 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

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?**

It has been a pleasure to examine various modules in which enthusiasm and passion have been evident from Students. This is especially true when they have chosen a subject or area in which to focus which provided a specific focus in which they could hone their knowledge and expertise.

The level of personalised and positive feedback is consistently evident throughout the sample of scripts. To improve further, it would now be good to consistently see markers signposting students to specific support with regards the feedforward points.

## END OF TENURE REPORT

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

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***

**Email address**

**Date**

**14/07/23**