

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

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<b>Actions</b>	<a href="#">Edit submission</a> <a href="#">Print submission</a> <a href="#">Delete submission</a>

Page 1 of 9



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BECKETT  
UNIVERSITY**

Introduction

### Carnegie School Of Education

#### Postgraduate

- PGSEC LBP Secondary Education(11-16)(TP)

External Examiner ID

33597594

Name Of External Examiner:

First Name

Last Name

Collaborative Institution:

Date of Main Progression and Award Board Attended:

29-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.**

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

### 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

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

### 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

### 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)

## 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:

I continue to offer the view that the flexible nature of the programme, whereby students have the opportunity to experience up to three distinct school settings, is real advantage in terms of enabling students to gain a broader exposure to contrasting school settings and thus a wide variety of teaching, learning and assessment approaches as well as the chance to work with and learn from a greater number of professionals.

An additional strength continues to be the student focused approach by members of the PGCE secondary team and school mentors, providing guidance and feedback on how to improve in terms of practice (link tutors and mentors) and academic performance (university tutors). Students benefit from engaging teaching and input from expert practitioners. Lecturers make are readily contactable and happy to support students within agreed timescales.

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)

At the higher end, students use contemporary, appropriate and relevant references to support or challenge points of view. Critical engagement is embedded and concepts/policies/actions are suitably interrogated and evaluated. There is a demonstrable link between practice (students' own and that of other colleagues) and the theory learned at university. Writing is well structured with arguments developed and summarised concisely; style is appropriately academic.

At the lower end, students tend to compensate for a lack of depth and critical analysis with overly descriptive sections. References are present but are sometimes juxtaposed or included with limited justification. Some sources are outdated or the breadth of sources used is lacking. Exploration of areas of focus is sometimes vague or points are not developed or reference to particular concepts or issues are implicit rather than explicit. Some students struggle to link what they have learned at university to the work they are doing at school. SPaG is a more noticeable issue.

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

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)

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)

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:

My views have been sought in terms of moderating module assignments but no further requests have been made for my input on other aspects of programme provision/adaptations. I would be happy to offer any appropriate input as required in the future.

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)

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)

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)

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

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

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

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?

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.

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?

## 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)

Page 9 of 9