

PGCE Primary 2015/16

External Examiner's report summary

Please indicate in the relevant boxes below whether you agree with the statements about the standards of Leeds Beckett University's awards, the standards of student performance and the conduct of the University's assessment processes.

Please also list any shortcomings and areas for commendation. You should expand on any issues you mention here in the main report. If any boxes are ticked "No" the Dean of the Faculty or nominee will be alerted and will oversee the response from the course leader.

Standards set		
	Yes	No
"In my view, the standards set for the awards are appropriate."	✓	
If your answer is 'no', please provide a brief statement (bullet points) of the respect(s) in which they fall short.		

Student performance			
	Yes	No	N/A *
"In my view, the standards of student performance are comparable with similar course(s) or subjects in other UK institutions with which I am familiar."			✓
I have reviewed a sample of student work from the collaborative / franchise institution and in my view the standards of student performance are comparable with students studying the award(s) at Leeds Bekett.			✓
* Not applicable – if you are a practitioner and are not in a position to assess national standards please indicate here.			
If your answer is 'no', please provide a brief statement (bullet points) of the respect(s) in which they fall short.			

Conduct of processes		
	Yes	No
"In my view, the processes for assessment, examination and the determination of awards are sound and fairly conducted."	✓	
If your answer is 'no', please provide a brief statement (bullet points) of the respect(s) in which they fall short.		

Areas for commendation

Any particular strengths or distinctive or innovative features in relation to standards and assessment processes

School Experience

- Unstinting focus on teaching standards – all students, mentors and link tutors were reflecting on them frequently and consistently.
- Passion of students to be the best they can be.
- Quality of feedback to students

Main report

In this section you are asked to describe more fully how the University has or has not maintained academic standards and the quality of the student experience in relation to the course(s) for which you are the external examiner.

Please complete all sections of the form fully and where not applicable please state N/A.

Where applicable please also complete the sections for any collaborative / franchise provision sampled.

If you are an external examiner for any of the University's Pearson Edexcel (HND/HNC level) provision, please also complete the section on page 8 sections l, m and n entitled "for External Examiners Associated with Edexcel Courses."

Professional Body Requirements			
"In my view, the professional body requirements for this course have been met. <i>*Not applicable if the course is not a professional body course please indicate here.</i>	Yes	No	N/A *
	✓		
<i>If your answer is 'no', please provide a brief statement (bullet points) of the respect(s) in which they fall short.</i>			

(a) The operation and conduct of the Board of Examiners (and any Mitigation Panel or Examination Committee meeting you may also have attended).

N/A

(b) The action, if any was required, taken in response to your report of last year. (This will not be relevant if you are examining for the first time.)

The course leader and colleagues have high expectations and a continuous drive for improving the quality of professional learning the students receive and the quality of teachers at the end of the PGCE.

Clear evidence that the weekly mentor meeting system and evaluation of progress of students is embedded.

Last year students expressed a view that they would benefit from being school based tasks focussed on EYFS. The IDP included focussed EYFS tasks and the students felt more confident on embarking on their EYFS placement.

(c) The overall performance of the students, in relation to that of comparable levels of work in other institutions.

On school experience the students observed were assessed in line with other institutions with which I have worked.

School based mentors commented on the calibre of students being higher than other institutions they have worked with.

(d) The strengths and weaknesses of the students in general with respect to knowledge, conceptual grasp or application of skills.

School Experience

The students observed and interviewed demonstrated effective classroom teaching and knowledge and understanding in line with QTS standards. This was also evidenced in their IDPs and record of mentor meetings.

Students knowledge of the new National Curriculum was good although it was clear from observation and discussion that further skills were required to support children with special educational needs.

Students benefit from professional learning opportunities in schools.

Area to Consider

For the second year students expressed concern about their ability to plan and teach children with SEN. They felt that an SEN school based task would support their confidence with this.

(e) The standards of the structure, organisation, design and marking of all examination papers and/or other forms of assessment.

School Experience

The preparation college provides before students begin placements is well received by the students and schools. Mentors and students praised the link tutors for the communication and support during placements.

Area to consider

There was some inconsistency in the link tutor visit on serial days and students felt that they would welcome the opportunity for this to be formalised prior to embarking on the full placement.

In addition an example was provided of a secondary RE trained teacher acting as a link tutor for an EYFS placement and this posed some challenges for the student.

Students felt the timetabling of placements left them with a gap between placement and other demands i.e there was a week out of school once the placement had begun (after half term) and this interrupted the students focus.

(f) The curriculum, teaching or resourcing of the programme of study as indicated by the performance of the students in the assessment.

Students were well prepared for their placements. They felt confident in teaching the new National Curriculum.

Effective classroom management and diagnostic assessment techniques were observed and students feedback their EPS studies had prepared them to implement these strategies.

Area to consider

Feedback from students and observation of teaching and learning indicates that the students are least confident in assessing pupils' abilities.

(g) Comments on the use of X-stream (VLE) within the course (if applicable)..

N/A

(h) Module content, consistency of modules and module assessment across the course and the achievement of learning outcomes. (You may be asked by your Faculty to provide detailed comments on the modules that you examine.)

N/A

(i) Areas of good practice you have identified – please expand on the key areas for commendation listed in the summary.

Consistency of placement assessment of students

The moderation process involving students, mentors and tutors has been embedded. Feedback to students, which was observed, was a sound process identifying their strengths and areas for development.

During summative assessments the majority of cases students and mentors felt there was consistency, and felt able to challenge assessments in the triangulation meetings.

Excellent support from mentors and robust record keeping was evident.

(j) The University welcomes external examiners' comments on its developing academic regulatory framework. Such comments may not have a direct bearing on standards set and achieved or the conduct of processes and so it may not be appropriate to include them elsewhere in this report or its summary. Please record any concerns or comments you may have here.

N/A

(k) **Collaborative / Franchise Provision:** please include here any comments you wish to make on elements of collaborative / franchise provision for which you have responsibility (in addition to those you may have indicated previously in this report).

N/A

External Examiners' Report Checklist

Please comment for all boxes

Course Materials				
Did you receive?		Yes	No	N/A
a.	Course Handbook(s)?	✓		
b.	Academic Regulations including any Professional Statutory Body requirements where appropriate (these may be included the Course Handbook)?	✓		
c.	Module specifications (these may be in the Course Handbook)?			✓
d.	Assessment briefs/marketing criteria?	✓		

Draft examination papers				
		Yes	No	N/A
a.	(i) Did you receive all the draft papers?			✓
	(ii) If not, was this at your request?			✓
b.	(i) Was the nature and level of the questions appropriate?			✓
	(ii) If not, were suitable arrangements made to consider your comments?			✓
c.	Were suitable arrangements made to consider your comments?			✓

Draft coursework				
		Yes	No	N/A
a.	(i) Did you receive all the draft coursework?			✓
	(ii) If not, was this at your request?			✓
b.	(i) Was the nature and level of the coursework appropriate?			✓
	(ii) If not, were suitable arrangements made to consider your comments?			✓
c.	Were suitable arrangements made to consider your comments?			✓

Marking Examination Scripts				
		Yes	No	N/A
a.	(i) Did you receive a sufficient number of scripts from both home and (if appropriate) collaborative / franchise partner students?			✓
	(ii) If you did not receive all the scripts, was the method of selection satisfactory?			✓
<p>Recommended sample sizes at Leeds Beckett University are as follows:</p> <p>a) Samples should be determined by a square root of cohort size, no smaller than 6, no larger than 15. However it should be borne in mind that not all work is assessed in a way that makes a square root sample possible and allowance should be made. For example in subjects such as the performing arts where there may be a requirement for an external to come and view a performance instead, or to visit the exhibition of art work.</p> <p>b) Samples to include all classification categories, and it is helpful to concentrate around the boundaries to include some fails.</p> <p>c) Samples to consist of internally moderated work, clearly evidencing the moderation process.</p>				
b.	Was the general standard and consistency of marking appropriate?			✓
c.	Were the scripts marked in such a way to enable you to see the reasons for the award of given marks?			✓

Dissertations/project reports				
		Yes	No	N/A
a.	Was the choice of subjects for dissertations appropriate?			✓
b.	Was the method and standard of assessment appropriate?			✓

Coursework/continuously assessed work				
		Yes	No	N/A
a.	Was sufficient coursework made available to you for assessment from both home and (if appropriate) collaborative / franchise partner students?			✓
b.	Was the method and general standard of marking and consistency satisfactory?			✓

Orals/performances/recitals/appropriate professional placements				
		Yes	No	N/A
a.	Were suitable arrangements made for you to conduct orals and/or moderate performances/recitals/appropriate professional placements?	✓		

Examination Committee/Board of Examiners				
		Yes	No	N/A
a.	Were you able to attend the meetings?		✓	
b.	Were the meetings conducted to your satisfaction?			✓
c.	Were you satisfied with the recommendations of the Examination Committee/Board of Examiners?			✓