

# FdA Young Children’s Learning and Development 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		
“In my view, the standards set for the awards are appropriate.”	Yes	No
	Yes	
If your answer is ‘no’, please provide a brief statement (bullet points) of the respect(s) in which they fall short.		

Student performance			
<p>“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.”</p> <p>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 Beckett.</p> <p><i>* Not applicable – if you are a practitioner and are not in a position to assess national standards please indicate here.</i></p>	Yes	No	N/A *
	yes		
If your answer is ‘no’, please provide a brief statement (bullet points) of the respect(s) in which they fall short.			

Conduct of processes		
“In my view, the processes for assessment, examination and the determination of awards are sound and fairly conducted.”	Yes	No
	Yes	
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
<b>The individual course guides are very detailed. These with the focused written feedback support the assessment processes . Clear evidence as to how decisions are agreed within the internal moderation process. Excellent commitment from the course team is evident in supporting the students to achieve through the quality of the feedback .</b>

## 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>	<b>Yes</b>	<b>No</b>	<b>N/A *</b>
	<b>yes</b>		
<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 or Examination Committee meeting you may also have attended).

**Due to transport issues I arrived late for this but the administrative processes were completed efficiently and very supportively.**

(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.)

**There was a consistent approach across all the courses as to providing feedback in terms of highlighting good or excellent work and areas for development and what might be useful in future assignments .The course team had developed further the innovative assessments**

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

**The work is consistent with that on other level 5 programmes focusing upon child development and learning for practitioners on a foundation degree .**

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

**The students demonstrate clearly application of theoretical processes to practice specifically in relation to supporting children and families through working with other professionals and through creating an enabling Clear evidence of differntaiting practice to support all children and the students demonstrate clearly how they work within a social justice framework . Some students find academic writing challenging but through the development across the programme it is clear hat these skills have been developed and that writing professionally will not be compromised . There is evidence as to how these are developed through the programme which is a credit to the course team and specifically the 2 individuals who mainly deliver the programme .**

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

**Across the programme there are a range of assignment requirement s including presentations which enable students to develop graduate skills and also to achieve well using their preferred mode of communication. There are opportunities for formative assessments and as some assignments are in different parts for students to develop from feedback . There is clearly a scaffold approach to learning and time for assignments ie assignments are spread out throughout the programme which benefits the students learning and achievement .**

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

**The curriculum for the programme enables students to develop further knowledge from level 3 and level 4 . It also prepares students for level 6 with insights into research and leadership for supporting children and their families .**

(g) Comments on the use of X-stream (Virtual Learning Environment) 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.)

**The course team mark consistently across the degree and using clear assessment guidelines . The team were able to justify through thoughtful reflection and by the use of feedback and grading descriptors grades awarded to students.**

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

**Each handbook contents a very comprehensive outline of the course, assessment requirements and resources to use. The grade descriptors and assignment briefs are detailed and I feel support all learners who access the information.**

**This year all the team have consistently thought about the feedback provided highlighting important aspects which students do well and identifying how to move academic and professional practice forward.**

(j) The University welcomes external examiners' comments on its 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.

(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).

**There is excellent evidence through the course team and from the administrative aspects that the collaboration enables the staff and students to be part of the University**

## External Examiners' Report Checklist

Please comment for all boxes

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

<b>Draft examination papers</b>				
		<b>Yes</b>	<b>No</b>	<b>N/A</b>
a.	(i) Did you receive all the draft papers?			N/A
	(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?			

<b>Draft coursework</b>				
		<b>Yes</b>	<b>No</b>	<b>N/A</b>
a.	(i) Did you receive all the draft coursework?			N/A
	(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?	yes		
	(ii) If you did not receive all the scripts, was the method of selection satisfactory?			
<p><b>Recommended sample sizes at Leeds Beckett University are as follows:</b></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?	yes		
c.	Were the scripts marked in such a way to enable you to see the reasons for the award of given marks?	yes		

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

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?	yes		
b.	Was the method and general standard of marking and consistency satisfactory?	yes		

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?			N/A

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