

The University of Leeds

EXTERNAL EXAMINER'S REPORT

ACADEMIC YEAR: 2017-18

QAT Received 08/11/2018

Part A: General Information

Subject area and awards being examined

Title and Name of Examiner:

<i>Faculty / School of:</i>	Education
<i>Subject(s):</i>	
<i>Programme(s) / Module(s):</i>	MA in Education and Professional Inquiry PGT Dissertation EDUC5433M01 and EDUC5016M Developing Teaching and Learning Through Evidence Based Practice
<i>Awards (e.g. BA/BSc/MSc etc):</i>	MA

Part B: Comments for the Institution on the Examination Process and Standards

Points of innovation and/or good practice

Please highlight areas of innovation or good practice within the programmes or processes you have been involved with in this box.

Really worthy and interesting practitioner research projects. Enjoyed reading these!
The feedback given was excellent. Very detailed and supportive while also offering areas for improvement.

Enhancements made from the previous year

Please highlight any enhancements made to the programme(s) or processes over the past year in this box.

I came late in the year to this appointment so this is difficult to comment on.

Matters for Urgent Attention

If there are any areas which you think require urgent attention before the programme is offered again please note them in this box
None

For Examiners in the first year of appointment

1.	Were you provided with an External Examiner Handbook?	Y / N
2.	Were you provided with copies of previous External Examiners' reports and the School's responses to these?	Y / N
3.	Were you provided with a External Examiner Mentor?	Y / N

For Examiners completing their term of appointment

4.	Have you observed improvements in the programme(s) over the period of your appointment?	N/A
5.	Has the school responded to comments and recommendations you have made?	Y / N
6.	Where recommendations have not been implemented, did the school provide clear reasons for this?	N/A
7.	Have you acted as an External Examiner Mentor?	Y / N

Please comment on your experience of the programme(s) over the period of your appointment, remarking in particular on changes from year to year and the progressive development and enhancement of the learning and teaching provision, on standards achieved, on marking and assessment and the procedures of the School

I have only just begun this appointment so it is difficult to say. However, I feel the Programme Leader, _____, is very responsive, quick to take action and happy to have constructive feedback. This bodes well for the future of the programme as I am confident that it will be continually enhanced.

Standards

8.	Is the overall programme structure coherent and appropriate for the level of study?	Y / N
9.	Does the programme structure allow the programme aims and intended learning outcomes to be met?	Y / N
10.	Are the programme aims and intended learning outcomes commensurate with the level of award?	Y / N
11.	Did the Aims and ILOs meet the expectations of the national subject benchmark (where relevant)?	Y / N
12.	Is the programme(s) comparable with similar programmes at other institutions?	Y / N
<p><i>Please use this box to explain your overall impression of the programme structure, design, aims and intended learning outcomes.</i></p> <p>The programme links theory and practice very well. Session delivery patterns appear to meet the needs of the student cohort.</p>		
13.	Is the influence of research on the curriculum and learning and teaching clear?	Y / N
<p><i>Please explain how this is/could be achieved (examples might include: curriculum design informed by current research in the subject; practice informed by research; students undertaking research)</i></p> <p>Much of the programme is designed around practice informed research and students undertaking research. Current research is also reflected in the students' work so I am confident this is being achieved.</p>		
14.	Does the programme form part of an Integrated PhD?	Y / N
<p><i>Please comment on the appropriateness of the programme as training for a PhD:</i></p>		
15.	Does the programme include clinical practice components?	Y / N
<p><i>Please comment on the learning and assessment of practice components of the curriculum here:</i></p>		
16.	Is the programme accredited by a Professional or Statutory Regulatory Body (PSRB)?	Y / N
<p><i>Please comment on the value of, and the programme's ability to meet, PSRB requirements here:</i></p>		

Assessment and Feedback

17.	Does the programme design clearly align intended learning outcomes with assessment?	Y / N
<p><i>Please comment on the assessment methods and the appropriateness of these to the ILOs, in particular: the design and structure of the assessment methods, and the arrangements for the marking of modules and the classification of awards; the quality of teaching, learning and assessment methods that may be indicated by student performance.</i></p> <p>Yes, the assessments on the programme meet the LOs. There is not a variety of assessment strategies as the assignments are mainly essays. However, a rationale was provided for this on page 6 of the module handbook. I would ask the team to explore whether other strategies might be appropriate, for example, professional discussions?</p>		
18.	Is the design and structure of the assessment methods appropriate to the level of award?	Y / N
19.	Were students given adequate opportunity to demonstrate their achievement of the programme aims and intended learning outcomes?	Y / N
<p><i>Please comment on the academic standards demonstrated by the students and, where possible, their performance in relation to students on comparable courses; the strengths and weaknesses of the students as a cohort:</i></p> <p>Much of the work on the programme is of a very good standard and comparable to other institutions that I have examined (and my own). Some of the weaker pieces of work seem to struggle with the technical side of academic writing (e.g. cohesion) rather than content. Linked to my previous comment about different assessment strategies, I wonder if a verbal assessment might be beneficial for some learners.</p>		
<p><i>Please use this box to provide any additional comments you would like to make in relation to assessment and feedback:</i></p>		

Some of the second marker comments for the Independent Study varied in depth. Is this worthy of team discussion?

The Progression and Awards Process

20.	Were you provided with guidance relating to the External Examiner's role, powers and responsibilities in the examination process?	Y / N
21.	Was the progression and award guidance provided sufficient for you to act effectively as an External Examiner?	Y / N
22.	Did you receive appropriate programme documentation for your area(s) of responsibility?	Y / N
23.	Did you receive appropriate module documentation for your area(s) of responsibility?	Y / N
24.	Did you receive full details of marking criteria applicable to your area(s) of responsibility?	Y / N
25.	Were you provided with all draft examination papers/assessments?	Y / N
26.	Was the nature and level of the assessment questions appropriate?	Y / N
27.	Were suitable arrangements made to consider your comments on assessment questions?	Y / N
28.	Was sufficient assessed work made available to enable you to have confidence in your evaluation of the standard of student work?	Y / N
29.	Were the examination scripts clearly marked/annotated?	Y / N
30.	Was the choice of subjects for final year projects and/or dissertations appropriate?	Y / N
31.	Was the method and standard of assessment appropriate for the final year projects and/or dissertations?	Y / N
32.	Were the administrative arrangements satisfactory for the whole process, including the operation of the Progression and Awards Board?	Y / N
33.	Were you able to attend the Progression and Awards Board meeting?	Y / N
34.	Were you satisfied with the recommendations of the Progression and Awards Board?	Y / N
35.	Were you satisfied with the way decisions from the School Special Circumstances meeting were communicated to the Progression and Awards Board?	Y / N

Please use this box to provide any additional comments you would like to make on the questions above:

Other comments

Please use this box if you wish to make any further comments not covered elsewhere on the form

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Name of School and Head of School (or nominee)

Title and Name of Examiner:

Subject(s):

MA Education and Professional Enquiry

Programme(s) / Module(s):

EDUC5016M Developing Teaching and Learning Through Evidence Based Practice
PGT Dissertation EDUC5433M

Awards (e.g. BA/BSc/MSc etc):

MA

Title and Name of Responder:

Position*:

Head of School

Faculty / School of:

School of Education, Faculty of Education, Social Sciences and Law

Address for communication:

School of Education
Hillary Place
University of Leeds
LS2 9JT

Email:

Telephone:

If the individual responding to the report is not the Head of School please state their position within the School.*Completing the School response**

The completed School response (including the full original report) should be attached to an e-mail and sent to the Pro-Dean for Student Education in the relevant Faculty. Following approval by the Pro-Dean for Student Education, the School must send the response (including the full original report) directly to the External Examiner. A copy must also be emailed to the Quality Assurance Team at gat@leeds.ac.uk. External Examiners should receive a formal response no later than six weeks after receipt of the original report.

Response to Points of innovation and/or good practice

Many thanks for your feedback on the course. It was pleasing to see that you enjoyed reading the practitioner projects. We make every effort to try to make sure that research by our students (teachers) for their assignments is useful for them, so that the work for us supports their work in school. This means that we have an overall theme but within this teachers have flexibility to do what suits their own context.

We have also worked hard as a school, both for PGT and UG, to make sure that feedback explains the mark given and also includes clear guidance for improvements for next time. Students do appreciate this and, as they are not in University frequently, feedback both drafts and final submissions is important.

Response to Enhancements made from the previous year

We have made changes since last year to make sure that students in their first year have a more thorough induction and that they get more support for classroom research methods, rather than concentrating as much on content. These research methods is in addition to the three half days that third year students have, to support them with their dissertations.

Response to Matters for Urgent Attention

If any areas have been identified for urgent attention before the programme is offered again please provide a specific response to them here:

Response to questions 1-7 (and related comments)

Schools may provide a general response; however, where Examiners raise specific points these must be addressed individually:

I am pleased to see that you have had good experiences as our external examiner and want to thank you again for taking this on with little notice. We very much appreciate your advice and support.

Standards

Response to questions 8 to 16 (and related comments)

Schools may provide a general response; however, where Examiners raise specific points these must be addressed individually:

It is good to see that our MA for practicing teachers meets M-level standards across the country. Thank you for recognising the link between theory and practice. As with students having the choice of exactly what research to do, we also try to make our sessions ones which link theory and practice so that, as well as getting M-level teaching, the course is also helpful for teachers in their every day practice.

Assessment and Feedback

Response to questions 17 to 19 (and related comments)

Schools may provide a general response; however, where Examiners raise specific points these must be addressed individually:

Many thanks for your feedback on assessment and feedback and suggestions. We do have some variety in the assignments as students have to produce an action plan in year 1 with realistic and considered plans and targets for addressing inclusion in an area of the school. In year 2 students have to produce a PowerPoint presentation which they might show to their departments or senior management to explain how they have used collaboration to improve an aspect of classroom teaching or something wider within the school. However, we do have a session twice a year, in years 1 and 2, where students have to explain their thinking and progress towards the written assignments to the rest of the year group, with a short PowerPoint (usually). This is really appreciated by the students and could, with some refinement, become one of the assessments. I think that this would be a good idea as it is important that teachers can make verbal arguments as well as writing them. Thank you for this suggestion.

Unfortunately, recruitment has been low on this MA and the School has decided not to recruit next year. As a result it might be best if we leave the assignments the same for Year 2 next year but I will pass on this information for the new two year MA that we have launched.

The Progression and Awards Process

Response to questions 20-35 (and related comments)

Schools may provide a general response; however, where Examiners raise specific points these must be addressed individually:

I am pleased that you were happy with the arrangement for the progression and awards process and for external examiners and the support to be able to complete your role. We are very lucky to have an excellent Student Education Service Officer for PGT, . I will make sure that I pass on your feedback to .

Other comments

Response to items included in the 'Other Comments' section of the report