

The University of Leeds
EXTERNAL EXAMINER'S REPORT

ACADEMIC YEAR: 2018-19

QAT Received 02/07/2019

Part A: General Information

Subject area and awards being examined

Title and Name of Examiner:

Faculty / School of:

Education

Subject(s):

Programme(s) / Module(s):

BA Education
EDUC1210 Diverse Contexts of Learning
EDUC1211 Psychological Approaches to Education
EDUC1212 Learning about Learning
EDUC1213 Contemporary Issues and Debates
EDUC 1604 Building a Career from Education Studies
EDUC2091 School Mathematics
EDUC2105 Students into Education 1
EDUC2107 Science Education: Issues and Challenges
EDUC3060 Mathematics Education
EDUC3808 Understanding and Communicating Science

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

BA

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.

It is great to see this programme progressing with stages 1 and 2. I am looking forward to examining final year students next year!

The feedback given to students is of an excellent quality. The markers give students areas to develop but also point out their strengths too. **Feedback is very clear and detailed. I get the sense that the markers want to do their best by the students as the marking and moderation process is very thorough.**

The quality and standard of the students' work is comparable to other institutions I am familiar with. After meeting with the student reps, there was a general sense that the students like their programme very much as they did last year.

Enhancements made from the previous year

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

The team have made substantial progress in improving the clarity of assignment briefs. The team has also made great efforts to make the internal moderation process fairer. It was noted that in the majority of the modules where the internal moderator and the first marker disagreed on individual assignments, the marks did not change. There were a few exceptions to this but overall this has improved greatly.

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

I do not believe there any matters that are significantly urgent.

For Examiners in the first year of appointment only

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

For Examiners completing their term of appointment only

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

The programme leaders and discipline lead are very receptive to feedback and committed to quality enhancement. It was super to see a move away from paper-based examination to electronic. The external examiner area on blackboard was great and I really liked having access to the scripts and assignment guidance electronically. It was very efficient.

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

Please use this box to explain your overall impression of the programme structure, design, aims and intended learning outcomes.

The programme has a wide range of modules from contemporary debates to maths and science education. The module learning outcomes meet the QAA subject benchmark statements for Education Studies.

13.	Is the influence of research on the curriculum and learning and teaching clear?	Y / N
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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)

Students are using research to inform their learning. Next year, the independent study will facilitate students undertaking their own research.

14.	Does the programme form part of an Integrated PhD?	Y / N
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Please comment on the appropriateness of the programme as training for a PhD:

N/A

15.	Does the programme include clinical practice components?	N
<i>Please comment on the learning and assessment of practice components of the curriculum here:</i>		
16.	Is the programme accredited by a Professional or Statutory Regulatory Body (PSRB)?	N
<i>Please comment on the value of, and the programme's ability to meet, PSRB requirements here: N?A</i>		

Assessment and Feedback

17.	Does the programme design clearly align intended learning outcomes with assessment?	Y / N
<i>As commented on previously, I did not see a range of assessment methods and I think this is something the programme team could improve upon. Assessment seems to be weighted towards essays. Could the team consider innovative assessment strategies and the use of technology to improve the digital capabilities of the students?</i>		
18.	Is the design and structure of the assessment methods appropriate to the level of award?	Y
19.	Were students given adequate opportunity to demonstrate their achievement of the programme aims and intended learning outcomes?	Y
<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> The standard of the students' work is very high. In some modules, there is a high percentage of firsts. The team may wish to consider how they could stretch its students to ensure there is suitable challenge in the course content.		
<i>Please use this box to provide any additional comments you would like to make in relation to assessment and feedback:</i> As mentioned previously, the feedback is of an excellent quality. However, there are occasions where there is a mismatch between the summative comments on the students' work and the marking criteria. Sometimes, the feedback says very good/good but the grade awarded is in the 70's which is excellent according to the UG assessment criteria. <i>I think the language in feedback needs to match the grade descriptors.</i>		

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
21.	Was the progression and award guidance provided sufficient for you to act effectively as an External Examiner?	Y
22.	Did you receive appropriate programme documentation for your area(s) of responsibility?	Y
23.	Did you receive appropriate module documentation for your area(s) of responsibility?	Y
24.	Did you receive full details of marking criteria applicable to your area(s) of responsibility?	Y
25.	Were you provided with all draft examination papers/assessments?	Y
26.	Was the nature and level of the assessment questions appropriate?	Y
27.	Were suitable arrangements made to consider your comments on assessment questions?	Y
28.	Was sufficient assessed work made available to enable you to have confidence in your evaluation of the standard of student work?	Y

29.	Were the examination scripts clearly marked/annotated?	Y
30.	Was the choice of subjects for final year projects and/or dissertations appropriate?	N/A
31.	Was the method and standard of assessment appropriate for the final year projects and/or dissertations?	N/A
32.	Were the administrative arrangements satisfactory for the whole process, including the operation of the Progression and Awards Board?	Y
33.	Were you able to attend the Progression and Awards Board meeting?	Y
34.	Were you satisfied with the recommendations of the Progression and Awards Board?	Y
35.	Were you satisfied with the way decisions from the School Special Circumstances meeting were communicated to the Progression and Awards Board?	Y
<p><i>Please use this box to provide any additional comments you would like to make on the questions above:</i></p> <p>The assessment board always runs smoothly and everything conducted in a professional manner.</p>		

Other comments

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

Well done to the team on the continual development of a rewarding and interesting programme.

Name of School and Head of School (or nominee)

Title and Name of Examiner:

Subject(s):

Education

Programme(s) / Module(s):

BA Education

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

BA

Title and Name of Responder:

Position*:

BA Education Programme Co-Leader

Faculty / School of:

FSS

Address for communication:

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) must be sent directly to the External Examiner. A copy must also be emailed to the Quality Assurance Team at qat@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

The whole UG tutor team has put a great deal of effort on reviewing our assessment feedback and it is good to see that the effect of this is apparent. 2018-19 was the first year of using our revised assessment grids and we intend to review their effectiveness in the coming semester to further develop our practice.

Response to Enhancements made from the previous year

External Examiner feedback last year was very helpful in supporting us to review our assignment briefs. We have taken on board the potential injustice of only changing the marks of assignments that are moderated and have rectified this for 2018-19. It is good to read that this has been noted.

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:

N/A

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:

N/A

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:

We are pleased with the current range of module subjects on offer. However, we also want to widen this range further, with (for example) the addition of an optional module on Outdoor and Experiential Learning in 2020/21.

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:

The range of assessment types we use is still an area for development. We are aware of the need to do this (and agree with doing so). We are though wary of moving too far away from assignments involving extended writing as the students have to be prepared to write an 8000 dissertation in Y3. Some changes have been made for 2019/20 and further changes should feed through into the programme for 2020/21. This area is one of the key areas the tutor team will be looking at during semester 1 2019/20 as we review the programme holistically.

The comment about the language used in our feedback is very helpful and we will think about this carefully, especially as we review this semester the effectiveness of our new assessment grids.

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 glad you found that our Board ran smoothly.

Other comments

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

Thank you for your support and critical comment on our programme. Your questions and feedback are invaluable and I particularly appreciate the conversations we have during your visits, where we can discuss areas in detail and exchange practice. Our first Year 3 cohort is this year (2019/20) and I am particularly looking forward to discussing this with you in Spring 2020 as we produce our first batch of graduates.