

## External Examiner's Report

Year: 2020-21

<b>Name of External Examiner</b>	Jane Sullivan
<b>Name of Course(s)</b>	Certificate of Education
<b>Name of LCC Course Manager</b>	Joe Wearing
<b>Date of Board Examiners</b>	24/06/21
<b>Date of Report</b>	31/8/21

### 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/ provision annual monitoring and review activity. A record of the departments' responses to examiners' reports also forms part of the documentation for this activity.

### External Examiner's report summary

*Please indicate in the relevant boxes below whether you agree with the statements about the standards of Leeds City College's awards, the standards of student performance and the conduct of the College'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.*

Standards set		
	Yes	No
"In my view, the standards set for the awards are appropriate."	✓	
<i>If your answer is 'no', please provide a brief statement (bullet points) of the respect(s) in which they fall short.</i>		
Recommend that the team update the Programme specifications to reflect the use of Subject Specific Benchmarks 2019		

Student performance			
	Yes	No	N/A *
	✓		

<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 Met</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>			✓
<p>If your answer is ‘no’, please provide a brief statement (bullet points) of the respect(s) in which they fall short.</p>			
<p><b>Conduct of processes</b></p>			
<p>“In my view, the processes for assessment, examination and the determination of awards are sound and fairly conducted.”</p>	<b>Yes</b>	<b>No</b>	
	✓		
<p>If your answer is ‘no’, please provide a brief statement (bullet points) of the respect(s) in which they fall short.</p>			

<p><b>Areas for commendation</b></p>
<p>Any particular strengths or distinctive or innovative features in relation to standards and assessment processes</p>
<p><b>Adaptations for COVID-19 and alternative assessments identified to support students</b></p> <p><b>Use of mentors and collaborative teaching as a corner stone of whole programme</b></p> <p><b>TEL embedded throughout with good use of examples e.g. blogs, website style portfolios for SST</b></p> <p><b>Programme clearly supports a wide range of students from diverse educational settings including FE, schools, Children’s Services, Alternative provision.</b></p>

## Main report

*In this section you are asked to describe more fully how the College 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 write a report (in addition to completing the Summary) in sections under all the following areas.*

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

The operation and conduct of the Board meet the academic standards- all communications for notifications of meetings were timely and the board meetings ensured that all awards were agreed for final year candidates and confirmed whether students in earlier years could progress. The board also confirmed re-sit opportunities. The board facilitated online meetings to account for COVID restrictions.

(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.)

N/A

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

Students have performed at a comparable level with other institutions. In general, the range of marks (from 40's-80's) achieved by students demonstrates that the programme can differentiate and reward different student abilities.

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

The range of marks awarded for various modules indicate the usual mix of abilities on Certificate of Education courses. It is clear that these trainee teachers generally grasp the concepts being presented with several good and excellent examples of applying this to their own practice. There are many opportunities for students to demonstrate that they can take the learning from the programme into their own classroom and clearly understand how this in turn impacts their own students' experiences.

In contrast, there are some examples where students' ability to execute the higher order learning outcomes e.g. CDIP, evaluate (LO A5), and critically review (LO A1) at Level 5, is limited, but again this is generally seen in programmes of this nature.

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

Modules are well thought out and work together to form a well-balanced variety of assessments including case studies, blogs, written work, portfolios, posters and voiced-over presentations.

The assessment schedule is well planned and enables students to manage workload.

Adaptations for COVID-19 and alternative assessments identified to support students.

Use of Turnitin supports academic standards

Assignment briefs are clearly written and include word counts

Assessments are fairly marked with good use of internal verification.

Feedback is generally very good, but varies in level of detail and amount of feeding forward.

Recommend the team develop consistency across assessors and programmes in use of feedback and feeding forward and identifying how LO have been achieved

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

The whole programme clearly supports a wide range of students from diverse educational settings including FE, schools, Children's Services, Alternative provision enabling all to meet the learning outcomes.

The programmes are clearly mapped to the apprenticeship standards and these students achieve to the same standards as full-time students.

The programme curriculum is well designed and draws on upto date teaching practices: e.g.

CDIP is a well thought out module combining the concepts of curriculum design with its ability to support inclusive practice using action research and joint practice development as teaching and learning methods. This module produced some excellent responses with a wide range in marks (48-82%) reflecting its ability to differentiate between student abilities. The achievement of LO A5 is possibly the weakest aspect of the essays.

PDBW produced some excellent submissions with interesting case studies and presentations.

PTLA produced a good range of grades for a diverse and interesting range of topics e.g. dual coding, cognitive load, Zone of Proximal Development.

CT&L show a good range of grades awarded. Work is of the appropriate standard with several examples of excellent work.

Recommend that the team update the Programme specifications to reflect the use of Subject Specific Benchmarks 2019

(g) Comments on the use of the VLE within the course(s) (if applicable)..

Not able to comment

(h) Module content, consistency of modules and module assessment across the course and the achievement of learning outcomes.

The modules all have clear handbooks with schemes of work to identify weekly topics which helps students to plan ahead.

There are some inconsistencies in word counts/tutor allocation between programme specifications and module guides.

The team may wish to review how they use key texts to support advance reading- many are not referred to in the advance reading guidance which questions where they fit into the programme.

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

**Adaptations for COVID-19 and alternative assessments identified to support students-** this has been a challenging year for students and the team have adapted assessments accordingly.

**Use of mentors and collaborative teaching as a corner stone of whole programme-** this is particularly evident in the portfolio work for SST where teaching methods include the critical friendship groups, joint observations with tripartite dialogue and in-the-moment coaching: these clearly emphasise the collaborative nature of teaching and the value of peer feedback

**TEL embedded throughout with good use of examples** e.g. blogs. The website style portfolios for SST was used very effectively to showcase the trainee teacher journey and as a way to present information. These support the development of IT skills.

**Programme clearly supports a wide range of students from diverse educational settings** including FE, schools, Children's Services, Alternative provision. This would clearly enhance any teaching session whereby students can share their own experiences to broaden the overall knowledge of the cohort.

(j) The College 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.

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

Student Work				
		Yes	No	N/A
a.	Were you offered the opportunity to select your sample?	✓		
a.	Was the full range of assessment activities made available for you to sample?	✓		

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

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?	✓		

**Signature**

J Sullivan

**Date:**

31/8/21