

EXTERNAL EXAMINER ANNUAL REPORT 2022/23

Name of External Examiner	Dr Sue Horder
External Examiner's Home Institution/Employment Base	Wrexham Glyndwr University
Title of Course(s)/Subject(s) examined	Certificate in Education and PGCE Further Education and Skills Sector
Examiner for school(s)	Humanities, Language and Global Studies;
Name of Course Leader	Dr Clare Winder

Section1 – Academic Standards

From the evidence available to you, can you confirm that:	Response
1a. Can you confirm that the threshold standards for the University's qualifications are consistent with the relevant national qualifications frameworks e.g. Framework for Higher Education Qualifications (FHEQ), QAA subject benchmarks.	Yes
1b. Can you confirm that the course meets Professional, Statutory and Regulatory Body Requirements (<i>only applicable for External Examiners reviewing professionally accredited courses. Please comment on relevant professional issues e.g. fitness to practice and any features that relate to the particular discipline</i>)	Yes
1c. Please comment on relevant professional issues e.g. fitness to practice and any features that relate to the particular discipline)	
1d. Are the standards of student performance comparable with similar subjects or courses in other UK institutions with which you are familiar?	Yes
1e. Where the University works in partnership with other organisations, it has in place effective arrangements to ensure that the standards of its awards are credible and secure irrespective of where or how courses are delivered or who delivers them.	Yes

Section 2 – Support for the role of the External Examiner

2. Support	Response
a. Is this your first year of appointment?	No
If yes, did you access the online induction training provided to you when appointed?	
Did you find the online induction training effective in helping you to understand your role and the University's expectations of you?	
If you've answered no, please provide specific details to explain why.	
b. Did you receive relevant meeting, board and deadline dates in a timely manner?	Yes
c. Did you receive sufficient information and support to enable you to carry out your role effectively?	Yes
d. Did you receive a response to your last annual report?	Yes
e. Did you consider issues raised in your previous report to be adequately addressed?	Yes

Section 3 – Design & Content

Course/Module Design and Content	Response
3a. Does the course content remain relevant and up to date?	Yes
<p>3b. Please add any additional comments to assist the programme team with the currency of the curriculum e.g.</p> <ul style="list-style-type: none"> • the extent to which the design of Course/Subject reflects subject, apprenticeship standards and/or professional benchmark statements; • the overall coherence of the course/curriculum. • the appropriateness and rigour of the course assessment strategy and methods of assessment; 	
<p>The course design reflects the needs of the sector and overall design of the curriculum is aimed at supporting theory to practice through reflection. Assessments are relevant and authentic and support the development of practitioners across the duration of the course.</p>	

Section 4 – Assessment

Assessment Process	Response
4a. Are the processes for assessment, examination and determination of awards sound and fairly conducted in line with the University's regulations	Yes
4 Moderation and Feedback	Response
4b. Did you see a sufficient sample of student work (in line with University regulations)	Yes
4c. Did you see sufficient evidence of the internal moderation process?	Yes
4d. Did you see evidence of adequate student feedback being provided to students?	Yes
4e. Did you attend other forms of assessment, for example, student presentations, degree show, exhibitions etc.? If so, please add any comments on the conduct of these assessments below.	No

Section 5 – Conduct of the Assessment Board

5a. Conduct of the Assessment Board	Response
Did you attend the Course Assessment Board (this could include attendance via Skype/Conference calls)? <i>N.B. If you work as part of a larger team of examiners with a Chief External Examiner and were not required to attend the board, please tick not applicable.</i>	Yes
If you've answered No, please explain why.	
5b. Was the Board conducted fairly and in accordance with University Regulations?	Yes

Section 6 - Collaborative Provision

6	Response
6a. Is the programme delivered at/by a Partner Institution/Organisation and/or campus?	Yes
<p>Please list ALL the partner institutions/organisations:</p> <p>Furness College;Lakes College West Cumbria;Myerscough College;</p>	
For programmes delivered at <u>multiple</u> locations:	Response
6b. Did you receive sufficient information at module and course level, to enable full consideration of delivery at collaborative partners and/or the workplace?	Yes
6c. Are you satisfied with comparability of academic standards across locations (including the University where applicable)?	Yes
6d. Are you satisfied with comparability and standard of assessment arrangements across locations (including the University where applicable)?	Yes
6e. Are you satisfied that the level of student achievement is comparable across locations?	Yes

Section 7 – Apprenticeships and Work Based Learning e.g. Teacher Training

7. Apprenticeships	Response
7a. Is this course an Apprenticeship?	No
7b. Does the Apprenticeship meet relevant Apprenticeship Standards?	
Please provide any additional comments on the Apprenticeship provision:	

7d. Work Based Learning	Response
Does this course have an element of Work Based Learning?	Yes
Please provide comments on the following:	
<ul style="list-style-type: none"> student performance and achievement of intended learning outcomes on any modules embracing work-based learning, professional practice or placement; 	
Students are assessed in terms of their teaching practice through observations. Feedback is comprehensive and supportive and enables students to enhance and improve their practice on an ongoing basis.	
<ul style="list-style-type: none"> the organisation, delivery and support for such activities within the curriculum; 	
It is evident that work-based learning and teaching practice is integral to the curriculum and is aligned to the relevant teacher standards for the Further Education and Skills sector. Students are encouraged to reflect on their practice, drawing on relevant theories and their observations of teaching practice, facilitate reflection designed to enhance and improve their practice.	
<ul style="list-style-type: none"> the quality of learning opportunities and the assessment of work-based learning, professional practice or placement; 	
Assessment of work-based learning is through mentor and tutor observations and is aligned to the relevant teacher standards for the sector. Constructive feedback supports continued professional development. Other assignments on the programme are aligned to their practice and this offers a range of opportunities for learning and assessment.	
<ul style="list-style-type: none"> feedback on meetings with students and the staff who support and assess students in practice placements. 	
I met students from Myerscough. There were a number of areas for discussion mainly around the constant turnover of staff during the year. Students wanted to point out that they had been supported throughout this time by different staff who were doing their best, however, they were often confused about assessments and how they would complete the year. Communication was an issue and this was something that the programme team understood.	

Section 8 – Good Practice & Summary

8a. Please comment here on any particular strengths, distinctive or innovative features of the course or modules

Strengths of the course include the feedback from teaching observations which includes reflections on previous targets. When talking to students it was obvious that this was something which they really valued throughout the programme.

8b. COLLABORATIVE PROVISION - Please comment on any particular strengths, distinctive or innovative feature of the course or modules delivered at a partner institution(s). Please clearly state the partner to which your comments relate.

The partner colleges are fully supported by the team at UCLAN. There is a clear and evident desire to ensure that students have a good experience on the programme.

8c. Are there any matters not covered elsewhere in this report that you would like to bring to the attention of the University?

There are some inconsistencies across the cluster in relation to standardising feedback to students. I have discussed this with the team and I am aware that this is something they are working on. It can be a challenge when working with a large franchise provision. I have definitely seen improvements over my time as External Examiner.

8d. If this is your *final* report please reflect on your experience over the whole period of your examinership:

I have thoroughly enjoyed my time as an External Examiner and thank the team, particularly Dr Clare Winder, for their professionalism and regular communication across that time. The programme has gone from strength to strength overall and that is as a result of their own endeavours in relation to enhancing and improving the programme year on year and a willingness to take on board my feedback. I believe the programme will continue to provide an excellent experience for the students.

Section 9 – Issues which require action/response

If you require the Head of School/Course Team to take further action arising from the comments within your report, please add your comments below. This section contains three different categories to which comments can be added:

- **ESSENTIAL ACTIONS** – matters which, in your opinion, **PLACE ACADEMIC QUALITY AND STANDARDS AT RISK** and require an **immediate** response from the Head of School.
- **ADVISABLE ACTIONS** – matters where, in your opinion, threshold standards are met but where, in your opinion, **SIGNIFICANT IMPROVEMENT** could be made.
- **DESIRABLE ACTIONS** – matters where, in your opinion, there is potential for **ENHANCEMENT**.

If your comments relate to a partner institution, please state which partner to which these actions relate.

9a. Do you have any ESSENTIAL actions you wish to add: No

If yes, please add your comments here.

9b. Do you have any ADVISABLE actions you wish to add: No

If yes, please add your comments here.

9c. Do you have any DESIRABLE actions you wish to add: No

If yes, please add your comments here.

Thank you for your continued support and contribution to the University's quality assurance and enhancement processes.