Please use tab key to move from field to field.

<table>
<thead>
<tr>
<th>Name:</th>
<th>Dr Sue Beverton</th>
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<tbody>
<tr>
<td>Your institution or Professional Association:</td>
<td>University of Durham</td>
</tr>
<tr>
<td>Course title(s) (full course name):</td>
<td>PGCE Primary</td>
</tr>
<tr>
<td>Where applicable, Partner Institution examined:</td>
<td>N/A</td>
</tr>
<tr>
<td>Progression and Award Board:</td>
<td>PGCE Primary</td>
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<tr>
<td>Academic Year:</td>
<td>2014/15</td>
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REPORT SUBMISSION

Please submit your completed form electronically to the CORRECT address as follows:

For courses delivered at the UNIVERSITY OF SUSSEX: externalexaminersreports@sussex.ac.uk

For courses delivered at a PARTNER INSTITUTION: partnerextreports@sussex.ac.uk

University reports should be submitted no later than:

<table>
<thead>
<tr>
<th>Undergraduate provision:</th>
<th>last day of August</th>
</tr>
</thead>
<tbody>
<tr>
<td>Postgraduate provision:</td>
<td>6 weeks after the Progression and Award Board</td>
</tr>
<tr>
<td>Partner courses:</td>
<td>6 weeks after the end of year examination board</td>
</tr>
</tbody>
</table>

FOR OFFICIAL USE ONLY

<table>
<thead>
<tr>
<th>Validated courses</th>
<th>Undergraduate and Postgraduate</th>
</tr>
</thead>
<tbody>
<tr>
<td>PVC</td>
<td>PVC</td>
</tr>
<tr>
<td>Link Tutor</td>
<td>Head of School</td>
</tr>
<tr>
<td>Head of partner institution</td>
<td>Director of Teaching and Learning or Board of Study</td>
</tr>
<tr>
<td>Named contact responsible for quality assurance at the partner institution</td>
<td>Chair of the Module Assessment Board</td>
</tr>
</tbody>
</table>
1. Please comment on whether the **standards set by the University** are, in your view, appropriate for the qualification being studied.

   *Please relate your comments to published national subject benchmarks, the Framework for Higher Education Qualifications, course specifications and other relevant information as appropriate*

   As in my previous reports, I am very impressed by the high standards set by the University with regard to this course. Leadership is strong and sets an excellent example. All staff are highly committed. Partnership schools hold the course in high esteem. Students clearly understand they are training to be teachers on a high calibre programme.

2. Please comment on the appropriateness of the published **marking criteria**.

   The published assessment criteria are fully appropriate. They are observed carefully by all staff. Marking is consistent across the team of assessors.

3. Please comment on whether you believe **standards of student performance and achievement** are comparable to those of similar courses in **other higher education institutions**?

   I examine equivalent programmes at 3 other institutions and have just completed a term of leading a similar programme at my own institution. This programme at Sussex compares very well indeed and has maintained that high position steadily over the years.

4. Please comment on whether you believe existing assessment processes measure student achievement rigorously and fairly against the intended **course and module learning outcomes**.

   I can confirm that it is my belief the existing assessment processes measure student achievement do so rigorously and fairly across all the relevant learning outcomes. I can see the course team are always keen to develop and improve upon their assessment practices, and aim to do so in order that the students' true achievements can best be revealed. I reach this conclusion after speaking with groups of both staff and students as well as after extensive
sampling of their different assessment processes, i.e. observing practical teaching by students, reading their assignments and listening to their presentations.

5 On the basis of the sample of assessments that you have reviewed, please comment on the appropriateness of the application of the marking and moderation processes as evidenced by the annotated scripts and marks awarded. (For reasons of confidentiality and data protection individual students should not be named).

I read a good range of assessed work. This covered written assignments and case studies. I also held group discussions with students. I can confirm the marking and moderation processed as well as the marks awarded are fully appropriate.

I was interested to discover that the course team stresses to students the theme of conceptualising the MA-worthiness with respect to the role of theory. This is an important element in assisting the students make their way to establishing themselves as working at Master's level.

6 Please indicate whether you are satisfied that the processes for assessment, examination and the determination of awards have been sound, appropriate and fairly conducted.

Processes for the assessment and determination of awards are indeed sound, appropriate and fairly conducted. There is no examination. However, this means that all assessment is very carefully monitored, scrutinised and checked again by the course team in a strong, systematic and rigorous manner. I have complete confidence in their procedures.

The formal exam boards are well attended and conducted with appropriate care and seriousness.

7 Do you have any comments on resources as they impact on student performance in assessment processes?

The course can manage on its current level of resourcing, but looking ahead I am concerned that its staffing levels must not be allowed to drop as all staff are working to their maximum.

8 Please comment on any good practice that you have observed related to teaching, learning and assessment.

Having Plagiarism cases automatically triggering a Fitness to Teach review is I very much like the Mentor Award Scheme recently introduced. I hope it works well in making partner schools see how much they are valued.
The appointment of Associate Fellows seconded for a day a week for a 1 or 2 year period to exemplify high-quality school-led provision is also a good development.

Students identifying personal priorities for their NQT year is a positive approach, as is the NQT year ‘Survive and Thrive’ support programme. These should help maintain the high level of retention in the profession enjoyed by the graduates from this course. I note the retention in profession rate has increased from 89% to 93%.

9 Please comment on the quality of teaching and learning methods and learning opportunities.

All teaching and learning methods and learning opportunities are carefully selected and designed to comply with very best practice and to model that practice to the students. This is so important on a programme devoted to preparing teachers of the very highest quality.

10 Have you had sufficient access to and the power to call upon any materials needed to make the required judgements? If not, please give details.

Yes, absolutely.

11 Are there any other issues on which you wish to comment? Please consider if issues raised in previous reports have been addressed satisfactorily and/or if you are required to comment on any issues related to a PSB.

There are so many positives about this course. Certainly issues raised in my previous reports have been comprehensively addressed. It’s impossible to think of anything to raise that is negative. As mentioned in section 8 above, the retention rate has improved since the previous year and this is welcome.

I note that the two points I suggested in my report last year as being worth some attention (not essential, but maybe advisable) have both been responded to well. The close integration of research findings into the professional training component continues to thrive as does the emphasis on the development of the reflective professional.

12 Conclusions and recommendations

(a) Good practice and innovation.
The course is completely based on principles of good practice that it is hard to identify and ones in particular, for fear of not doing justice to the others. It is worth mentioning in this context that 99% of students rate their training on this course as very high. This impressive figure speaks for itself. Likewise, 96% of graduates from the course enter the teaching profession – another strong outcome for the course.

(b) Areas requiring attention

(i) Essential

None.

(ii) Advisable

Somehow find a way of raising the response rate to the NQT survey. I hesitate to mention this as all HEIs find this a really difficult figure to shift and the University is among the best anyway. My understanding is that often the reason for low response rates is a simple but intractable one, such as that NCTL contacts NQTs via an out-of-date email address and there is no system for communicating any changes that don’t rest on the initiative of the NQTs themselves.

Look at ways of reducing/eliminating the 7% ‘Requires Improvement’ statistic. The team are already looking at this proactively.

(c) Conclusion of tenure. (Please append an overview of your term of office if this is your final report)

My term of office has included an extra year beyond the usual and I have enjoyed the experience immensely. This has given me a unique and rewarding insight into the inner workings and development of one of the most successful HEI-based PGCE courses in the country. Throughout my association with the course I have seen it develop with confidence and imagination. Academic standards are strong, with the students receiving excellent teaching and learning opportunities to prepare them for their Masters level work. The professional training provided by the course is also exemplary, with partnership schools taking a full role in preparing future teachers.

Thank you to the course time for looking after me so well throughout my term of office. It has been a privilege and a pleasure.

Name: Sue Beverton

Date: 22 October 2015

e-mail address (for acknowledgement) s.l.beverton@durham.ac.uk