

## Guidance – working with External Examiners

The observations that External Examiners make are highly valuable and contribute towards the quality assurance of the ITE partnership. It is good practice to review the focus for External Examiner visits on an annual basis linking to the identified areas for improvement and development of your partnership. This will enable you to put together an External Examiner programme that is bespoke. The feedback from External Examiners will then provide evidence of the progress of the partnership. You might find it useful to provide Examiners with a briefing paper prior to the start of their visit.

Whilst most institutions will insist that feedback received from external examiners is completed on a generic template some Institutions may allow an additional template to be included within the EE report by way of an appendix (see following example).

It is advisable to read the Statutory guidance - Initial teacher training (ITT): criteria and supporting advice (Updated 28 February 2018) section C3.4 - Quality assurance. This gives clear guidance for providers when planning External Examiner activities.

### *External moderation*

*ITT providers should appoint suitable external moderators. External moderators should have no direct involvement with the work of the partnership. They should be able to offer an external perspective on the attainment of other providers' trainees being assessed for the award of QTS, which should help to verify the accuracy of the provider assessments. Providers should consider how to use external moderators to corroborate and standardise their assessments of trainees.*

*Providers may wish to consider, when appointing external moderators, whether they have appropriate subject, curriculum or age-phase expertise to enable them to provide specialist feedback.*

*The responsibilities of external moderators might include:*

- detailed scrutiny of a sample of trainees, including a representative cross-section of trainees together with all trainees that internal moderators regard as being on the pass/fail borderline, or possible failures*
- observation of the teaching of all trainees in a designated sample, such as those assessed as being borderline satisfactory to good, or borderline good to outstanding*
- discussion with internal assessors and/or moderators of all the evidence available on whether individual trainees have achieved the Teachers' Standards and at what level*
- scrutiny of internal moderation arrangements, drawing on some of the evidence gained from activities above*
- producing a report that includes an evaluation of the strengths and weaknesses of the provision observed, clearly linked to the Teachers' Standards and ITT criteria, and including an evaluation of the accuracy of the assessments of trainees' attainment against the Teachers' Standards*

## External Examiner report suggested template/guidance

It is good practice to review the focus for External Examiners visits on an annual basis. Focus areas might include your identified areas for improvement and development. This will enable you to put together a programme that is bespoke and in addition will provide evidence of the progress of the partnership.

### Outcomes for trainees in relation to the assessment against the Teachers' Standards;

In relation to those trainees you have visited in school(s) please comment on;

- the quality of the teaching observed in relation to the Teachers' Standards

### Quality of training across the partnership;

In relation to the trainees you have visited/had discussions with please comment on;

- the trainees' perception of the overall consistency, coherence and quality of training
- preparedness to teach;
  - subject/curriculum knowledge expertise
  - phase expertise
  - the ability to use a range of appropriate teaching and learning strategies
- the impact of the teaching on the learning and progress on the pupils  
the monitoring and assessment of pupil learning over time
- the use of assessment evidence to inform and adapt future planning to impact on pupil learning and progress over time
- the quality of planning
- behaviour management
- the ability to adapt teaching to ensure that the needs of learners with different needs and abilities are met with a specific focus on children with SEN (D) and EAL?
- personal and Professional conduct

If appropriate/possible please comment on the quality of;

- mentors and tutors
- placements

If appropriate/possible please comment on the assessment of trainees;

- the accuracy of tracking the Teachers' Standards
- the accuracy of assessment of the trainees observed

### Leadership and Management

If appropriate/possible please comment on the quality of;

- quality assurance systems
- improvement planning
- mentor training/development/engagement

### Assignments/Tasks

If appropriate/possible please comment on the quality of tasks and assignments;

Do they enable trainees to develop trainees' understanding, refine their practical teaching skills and provide evidence in relation to the Teachers' Standards?