

Open University Validation Partnerships

External Examiner report template

An electronic copy of this report should be sent to:

ouvp-external-examiners@open.ac.uk

Or, a signed hard copy sent to:

The Director, OUVP, The Open University, Walton Hall, Milton Keynes, MK7 6AA, United Kingdom.

You should also submit a copy of this report to the institution.

Section A: General information

Institution:	Leeds City College
Programme:	Business, Enterprise and Management
Subject examined:	Enterprise skills, Financial Accounting, Managing and Developing People, Work related project, Business Operations, Leadership and Management Managing New Enterprises, Dissertation
Name of examiner:	Joanne Blake
Address:	
E-mail:	
Current year of appointment	3

Section B: External examiner's report

The reporting structure of this section is intended to help draw out issues which may require attention by the Institution or the University. It should not be seen as limiting in any way the range of issues which may be addressed or the level of detail given. The report will be considered as part of the annual evaluation process and, as such, external examiners are encouraged to be as frank and open as possible, but avoiding wherever possible references to individual staff or students. External examiners' attention is also drawn to 'The Guide for external examiners of OU validated awards', which should be forwarded by partner institutions to their external examiners.

Please comment as appropriate on:
1. The range of assessed material and information provided by the institution on which your report is based.
This report refers to student work on 8 modules for the Business, Enterprise and Management BA programme for which a range of assessments across the marks were provided.
2. Whether the standards set are appropriate for the award, or award element, by reference to any agreed subject benchmarks, qualifications framework, programme specification or other relevant information.
Assessment briefs and learning outcomes enable students to meet the programme learning outcomes and clearly link to the QAA subject benchmark statements.
3. The quality of students' work, their knowledge and skills (both general and subject-specific) in relation to their peers on comparable programmes elsewhere.
Student work is very variable with some excellent work where students have engaged with the literature. The proportion of students with referral grades for first submission is relatively high although given the current climate, this is understandable.
4. The strengths and weaknesses of the students
Strengths – presentation of the work, group presentations Weaknesses – engagement with current literature limited for many students.
5. The quality of teaching and learning, as indicated by student performance
The team can be commended on broadening the range of assessment types to enable students to apply their learning. The team should continue to develop students' use of academic literature to ensure work is fully supported.
6. The quality of the curriculum, course materials and learning resources
Students are provided with clear materials, it is evident that templates are now provided where appropriate to provide students with focus.
7. The quality and fairness of the assessments, in particular their:

(i) design and structure
Assignments are appropriate for the nature of the module subject matter.
(ii) relation to stated objectives and learning outcomes of the programme
The mapping of learning outcomes ensures more than one opportunity to achieve all programme learning outcomes. The assessments are fair and consistent which stretch the students to apply their learning.
(iii) marking
A good level of feedforward is used within the marking along with the set rubrics which ensures consistency. Additional feedback could be provided to students who pass the referral assessment.
8. Where the programme has specific work-related learning outcomes (e.g. Foundation Degrees) please comment on the assessment and achievement of these outcomes, including employers' involvement where relevant.
Work based projects enable students to apply theory to the workplace
9. The administration of the assessments, operation of examination boards, briefing of external examiners, access of external examiners to essential materials, etc.
The programme leader maintains good contact and communication, in addition to sending a range of material in advance of the boards. Effective use of MS Teams for the virtual examination boards for this academic year.
10. Have all the issues identified in your previous report been addressed by the institution?
Yes
If no, please comment
11. <i>(For chief external examiners or those with responsibility for the whole programme – if in doubt please check with the appointing institution)</i> Please confirm that the assessment and standards set for the programme as a whole, including all its pathways, modules or individual courses are consistent and appropriate, and that the processes for assessment and determination of awards are fair and sound across the provision.
12. Any other comments
Please ensure that you sign and date below, if sending a hard copy of this report

Signed:	<u>Dave</u>
Date:	15 th September 2020