

### Section A: General information

<b>Institution:</b>	<b>Leeds University College</b>
<b>Programme:</b>	<b>Foundation Degrees in Sport</b>
<b>Subject examined:</b>	<b>BA (Hons) Physical Education and Sport Coaching FD &amp; BA (Hons) Sport Performance</b>
<b>Name of examiner:</b>	<b>Matthew Fleet</b>
<b>Current year of appointment</b>	<b>4</b>

### 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.

- A range of learner material was presented by the Leeds City College for higher education. Learner work is assessed accurately and consistency. Some learners work provided was of an excellent standard. Additionally, the feedback to the learners was clear and supportive. Also, the work was appropriately authenticated by both learner and assessor.
- Moderation has been completed to an excellent standard and correct decisions have been made.
- It is essential that thorough internal moderation is maintained on both assignment briefs and for assessment decisions.
- Feedback on internal moderation is rigorous and clearly personalised to each assessment decision. The feedback is not generic which demonstrates good practice.
- This process has confirmed that the assessors have accurately assessed the learners in each module.

- It is clear that the centre has an effective and supportive internal moderation system in place which is robust. This is an area of very good practice and an element which should continue to be implemented each academic year.
- The administrative information on the internal moderation forms is clear and provides detailed support to the tutor assessor regarding the accuracy of the assessment decisions.
- Some of the re-submission work was problematic to access online. Learners were well supported to complete the work and the learner work was appropriate to pass.

**It should be noted that this is the same as the last three years, learner material and assessment is continually excellent.**

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.

- Standards are appropriate for the required level(s). Which are comparable to my own institution and from what I have observed other deliverers of higher education qualifications.
- Learner's work is marked in the appropriate bands/levels, supportive comments make the reasons for this clear.
- Some excellent achievement, which is particularly impressive considering the challenges over the last academic year.

Below are some concise comments in relation to the sample provided.

- Level 5 - semester 1 (PE) - The independent study module provided some interesting pieces of work that was well structured. As mentioned previously the centre might consider changing this to one assessment with an increased work count and weighting. I recognise that the centre knows their students the best, so I respect their professional opinion. For this task it should be noted that achievement on this module was lower than other modules. The centre should carefully consider how to proceed with this module and consider an alternative assessment method of assessment.
- Level 5 - Semester 1 (PE) - Learning and teaching – very good practice demonstrated. This is an excellent task as learners are encouraged to think about the structuring and organisation of a realistic lesson, which is then well applied. A range of learner evidence was presented.
- Level 5 - semester 1(PE) - policy and practice - two appropriate tasks were selected for this module, a range of learning material was presented for this task. This module provides learners with a sound understanding of the implications of various policies that will affect their practice in the future, the learners demonstrate some excellent reflection in relation to the task.
- Level 5 - semester 2 (PE) - coaching in sport and PE - this module is appropriately graded and some good feedback is given to the learners encouraging to improve their work. Some of the presentations would benefit from having more academic underpinning.
- Level 5 - semester 2 (PE) - inclusive PE - this is an excellent module, which is much needed in relation to physical education as there is much evidence to suggest the physical education is not inclusive or light by all. Encouraging learners to consider how they and provide inclusive environment for all his excellent practice and will serve them well in the future.
- Level 5 - semester 2 (PE) - work related learning - for this task a range of learning material was presented with a range of learner grades awarded. Some learners demonstrated very good underpinning and have comprehensive reference list for a Level5 student. Effective feedback is

given to learners and excellent practice is demonstrated where the learners are encouraged to reflect on their performance.

- Level 5 - (SP) independent study this module allows learners the opportunity to develop their own independent study skills, it will also prepare them well for future research-based modules. Some learners work would benefit from using a great range of sources to support their work. In the second assessment learners produced a higher standard of work and demonstrated a more appropriate range of sources.
- Level 5 - (SP) sports nutrition - this module provides learners with the knowledge of the necessary components of a healthy diet and how it can affect performance.
- Level 6 (SP) - research methods - examination is challenging for the learners and some very good responses are demonstrated by the learners. The centre should consider alternative question types for greater variety within the examination.
- Level 6 (SP) - applied nutrition - in this module some learners demonstrate excellent academic underpinning (in the first assessment). Also, during the module, discussion is clear over moderated and agreed grades. Which is particularly important for type of module.
- Level 6 (SP) dissertation - the two assessment methods allow the learners to present a final piece of work that develops on from the first appropriately. Not all learner work at the time of moderation was available for external moderation (this is due to submission date).
- Level 6 (SP) - performance analysis - the two methods of assessments allow the learners to demonstrate their understanding and application of performance analysis in appropriate situations. Relevant examples are presented by the learners and well-illustrated.
- Level 6 (SP) - sport science - a range of learner work is evident and one student demonstrates an excellent level of performance. This is an interesting and stimulating task that clearly challenges the learners.

3. The quality of students' work, their knowledge and skills (both general and subject-specific) in relation to their peers on comparable programmes elsewhere.

- Standards are appropriate for the required level. The work presented in relation to their peers at comparable programmes elsewhere is very positive.

4. The strengths and weaknesses of the students

- A range of learner material was presented by the Leeds City College for higher education.
- Some of the weaker learner work for some modules was not sufficient for this level, this was recognised by the teaching team and supportive feedback was provided.
- Some very good levels of critical reflection were demonstrated in the coaching in school and PE module.

5. The quality of teaching and learning, as indicated by student performance

- The very high standards of student work are indicative of consistently excellent teaching on the various modules, and throughout the programme.
- The courses are well-designed, take into account the needs of students, and have a good coverage of topics.
- The attention given to feedback on coursework is a particularly notable feature of the teaching on the modules.

<ul style="list-style-type: none"> <li>Through reading the comments of tutors it is clear a very positive learning environment is in place. Where the student's efforts to communicate their learning and enthusiasm for the subject are nurtured and encouraged.</li> </ul>
6. The quality of the curriculum, course materials and learning resources
<ul style="list-style-type: none"> <li>The centre provides a high-quality curriculum, course material and learning resources.</li> </ul>
7. The quality and fairness of the assessments, in particular their:
(i) design and structure
<ul style="list-style-type: none"> <li>The structure of the course and subjects were appropriate for the level, I observed a number of very interesting modules typical for this level in the UK.</li> <li>The centre may wish to consider reducing the number of assessments for learners, (this has been discussed with departmental staff).</li> </ul>
(ii) relation to stated objectives and learning outcomes of the programme
<ul style="list-style-type: none"> <li>Learning outcomes for each module are covered throughout the assessments.</li> </ul>
(iii) marking
<p><u>As of previous years.</u></p> <ul style="list-style-type: none"> <li>Accurate assessment decisions made, and very good feedback provided for the learners.</li> <li>All marking followed a marking scheme and modules had a marking matrix which enables me to determine exactly how marks were awarded.</li> <li>Various forms of assessment were used including, coursework assignments, and presentations. This allows the different types of learners to demonstrate their abilities and knowledge.</li> </ul>
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.
n/a
9. The administration of the assessments, operation of examination boards, briefing of external examiners, access of external examiners to essential materials, etc.
<ul style="list-style-type: none"> <li>As external examiner I continue to be kept informed of the progress of the modules throughout the year. In addition to changes that have been made due to current COVID-19 situation.</li> <li>I have been sent appropriate specification documents, handbooks, reading lists and assessment outlines.</li> <li>Again, I would like to record here my gratitude to the staff who have provided any information I have requested and courtesy in communicating to me all of the information I needed to perform my duties as external examiner. <b>Especially in these challenging times, the staff were proactive in</b></li> </ul>

<b>dealing with any issues.</b>	
10. Have all the issues identified in your previous report been addressed by the institution?	
n/a	
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.	
n/a	
12. Any other comments	
<ul style="list-style-type: none"> <li>• <b>Again I would like to record here my gratitude to the staff who have provided any information I have requested and courtesy in communicating to me all of the information I needed to perform my duties as external examiner. Especially in these challenging times, the staff were proactive in dealing with any issues.</b></li> </ul>	
Please ensure that you sign and date below, if sending a hard copy of this report	
Signed:	Matthew Fleet
Date:	23 <sup>rd</sup> June 2021