



The Open
University

Centre for Inclusion and Collaborative Partnerships (CICP)

External Examiner report template

An electronic copy of this report should be sent to:

cicp-external-examiners@open.ac.uk

Or, a signed hard copy sent to:

The Director, CICP, 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:	FD and BSc (Hons) Sports Performance
Subject examined:	FD and BSc (Hons) Sports Performance
Name of examiner:	Colin Iggleden
Address:	
E-mail:	
Current year of appointment	2019/20

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.
I was provided with an appropriate range of material
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 were relevant to published award criteria.
3. The quality of students' work, their knowledge and skills (both general and subject-specific) in relation to their peers on comparable programmes elsewhere.
Grades are consistent with those from previous years and with those of my own institution. Students continue to learn across the years and 'grow' into their subjects. As more challenging work is set, students respond with higher quality, more thoughtful, more structured assessment submissions.
4. The strengths and weaknesses of the students
There is always variation in grades between students, and even within students across different subjects. As noted above, students mature over time, some more quickly than others, and this change can be seen through the grades and the changes made across the years.
5. The quality of teaching and learning, as indicated by student performance
Assessment continue to be set that are appropriate to the subjects and varied to allow for individual learning styles to be covered, and to make assessments relevant and interesting to complete. Feedback, as mentioned in previous years, is targeted, never overbearing or unwarranted and always directed to affect change, rather than merely criticise.
6. The quality of the curriculum, course materials and learning resources
The course continues to be well designed, up to date and appropriate for today's job market.
7. The quality and fairness of the assessments, in particular their:
(i) design and structure

Comments from previous years remain pertinent. The course is well designed with an attractive mix of sessions, subjects and appropriate assessments.

(ii) relation to stated objectives and learning outcomes of the programme

Subjects have several learning outcomes and it is good to see some are assessed formatively and others summatively. The clear writing of the LO's should help students in the production of their assessments, as the information is clear and informative.

(iii) marking

Marking across all grades is consistent with previous years and all marking follows institutional procedures.

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.

Outcomes have been demonstrated.

9. The administration of the assessments, operation of examination boards, briefing of external examiners, access of external examiners to essential materials, etc.

The June board was efficient and followed all procedures correctly. Considering the unusual circumstances this year, with Covid restrictions, the College should be congratulated on finding an efficient way to conduct their boards.

10. Have all the issues identified in your previous report been addressed by the institution?

YES

If no, please comment

11. *(For chief external examiners or those with responsibility for the whole programme – if in doubt please check with the appointing institution)*


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.

I confirm procedures were appropriate.

12. Any other comments

With Covid restrictions and the consequent disruption that was brought to all colleges, students are bound to have been affected. Looking across the two terms (pre/post Covid), there is consistency across student work. I suggest this consistency demonstrates resilience from your students, for which they should be applauded, and a higher level of support and communication from the staff, for which they deserve a great deal of credit. Disruption such as has been seen, could easily lower grades and disadvantage students, but the college has put procedures in place to mitigate these disruptions and you all deserve credit for the successful outcome produced.

Please ensure that you sign and date below, if sending a hard copy of this report

Signed:	 Colin Iggleden
Date:	26.6.20