

**Centre for Inclusion and Collaborative
Partnerships (CICP)**

Section A: General information

Institution:	Leeds City College
Programme:	BA (Hons) Children and Young People's Care and Education
Subject examined:	BA (Hons) Children and Young People's Care and Education
Current year of appointment	4th year

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 have been provided with module handbooks for each module on the degree. I have been able to access Turnitin and all the student work for all modules to sample. I have been provided with all moderation forms. This has given me a good range of material on which to base my report.

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.

The award is mapped to QAA benchmarks. It is a topical and important Top Up degree which provides a good progression route for Foundation Degree students working with children and families. The course is of a comparable standard to those at other institutions with which I am familiar. The assessments are set at the appropriate level. The objectives of the programme are clearly articulated, and assessments and Learning Outcomes are clearly aligned to these.

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

There is some excellent work from students, particularly the part time cohort, that may be publishable or could be entered for a student prize eg TACTYC <https://tactyc.org.uk/reflections/>

The work is comparable to other courses I am familiar with at this level. There are a number of high grades particularly for Research Design and Contemporary Discourse modules where the work has been clearly and carefully designed and is likely to have positive impact on practice. Students are encouraged to study broader perspectives, critique current policies and practice and challenge assumptions. Students have opportunities to develop their critical ability through the selection, analysis and synthesis of relevant perspectives, and to be able to justify different positions.

The course team have been very flexible and pro-active in managing the teaching and learning this year in the light of COVID19.

4. The strengths and weaknesses of the students

The strengths of the cohort include their strong motivation to study to develop their careers and the links they make between theory and practice. The creative potential of many of the students was apparent in their assignments. Within the Family in Context module, there is some strong, thoughtful work aimed at supporting children and families. However, I do feel a little uncomfortable about assumptions/diagnosis being made beyond the professional remit of the student eg attachment, parenting styles, mental health and I wondered if the team may like to consider this aspect of the work.

I really like the way students introduce themselves at the beginning of the Research Methods module. There are some very interesting topics researched with a high level of student engagement and commitment to their projects. There is a high standard of work, particularly in the Leadership and Management module.

I can really see in the more highly graded pieces of work that the degree has been transformational for students in terms of alignment of theory to practice and developing confidence and underpinning knowledge to support their practice.

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

The students are to be congratulated on developing some interesting assignments and aligning their theoretical work to their practice. This reflects the standard of teaching provided. I have read some interesting work and enjoyed the range of diversity students bring to their work. The tutor team are supportive to the students throughout their learning

journey. Teaching clearly develops in students the ability to construct and sustain a reasoned argument about relevant issues in a clear, lucid, and coherent manner. It promotes a range of qualities in students, including intellectual independence and critical engagement with evidence. This can be seen within the Social Policy module.

6. The quality of the curriculum, course materials and learning resources

The curriculum reflects contemporary thinking and developments in ideas about working with children and families and is current and appropriately challenging. The course encourages students to consider why they do things in practice settings and to question appropriately, for example within the Purposeful Play module. Course materials are clear and informative. Students have opportunities to demonstrate the full range of their knowledge and understanding. Active engagement in research and enquiry enables students to develop the ability to reflect upon self and others. Students gain a critical understanding of the processes and methodological and ethical debates required to conduct and complete research and are encouraged to develop the reflexivity necessary to explore the political, cultural, and economic factors embedded in practice.

7. The quality and fairness of the assessments, in particular their:

(i) design and structure

Many students on the programme are achieving well and some students are producing work of a very high standard. Approaches to assessment challenge and support student learning and the teaching also promotes that learning. This is made explicit, with aims, tasks and criteria for grading clearly defined. Assessments are appropriately challenging for the level and module topic.

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

Assessments are carefully aligned to Learning Outcomes on all modules. The objectives of the assignment are clear within the module handbook

(iii) marking

I can confirm that the work is consistently marked. Helpful comments are written on the scripts and on the marking summary. The scripts were annotated with very supportive comments which both praised students for good writing but also supported them if they needed more evidence of understanding or referencing for example. The work is consistently and thoroughly moderated.

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.

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

The Exam Board was held online as well as face to face due to the current pandemic. It was well organised and professional, and I was provided with all relevant materials in advance. It is a pleasure to attend this exam board as I always gain some learning from it.

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

YES	
If no, please comment	
<p>11. <u><i>(For chief external examiners or those with responsibility for the whole programme – if in doubt please check with the appointing institution)</i></u></p> <p>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.</p>	
12. Any other comments	
<p>This is my final year of External Examining for the university, and I would like to express my thanks to the team and the faculty for welcoming me into this role. I would also like to pass on to the students my congratulations for their hard work this year and wish them all the best in their future careers.</p>	
Please ensure that you sign and date below, if sending a hard copy of this report	
Signed:	R.Walker
Date:	28.6.21