



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

<b>Institution:</b>	<b>Leeds City College</b>
<b>Programme:</b>	<b>BA (Hons) Applied Computing</b>
<b>Subject examined:</b>	
<b>Name of examiner:</b>	<b>Faisal Tariq</b>
<b>Address:</b>	
<b>E-mail:</b>	
<b>Current year of appointment</b>	<b>2020</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.

<b>Please comment as appropriate on:</b>
1. The range of assessed material and information provided by the institution on which your report is based.
All the assessment, student works, moderation works, feedback were shared through a well organised googledoc folder.
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.
Yes.
3. The quality of students' work, their knowledge and skills (both general and subject-specific) in relation to their peers on comparable programmes elsewhere.
The quality of the students work are pretty good compared to similar institutions. The students who attained higher grades are demonstrated excellent skills in relevant subjects.
4. The strengths and weaknesses of the students
Please see additional comments section
5. The quality of teaching and learning, as indicated by student performance
The quality of teaching and learning seems to be good from the assessed materials. Though, the pandemic may have hampered the quality.
6. The quality of the curriculum, course materials and learning resources
The curriculum and course materials are generally of good standards. Students were provided with adequate reference to the learning resources. As there is quite a significant change in instructors' team, management should be vigilant to ensure that the high standard is maintained throughout.
7. The quality and fairness of the assessments, in particular their:
(i) design and structure
Well designed and well structured. Detailed marking rubrics are also provided which help the student to be aware of expectations from them.

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

The assessments are well aligned with the learning outcomes and objectives and level of complexity is also satisfactory. As indicated in previous meetings, more technical elements need to be incorporated in Research Projects.

(iii) marking

Marking is generally of good standard. Feedback could have been better in some cases with specific mention of how they could improve instead of generic comments. Also, more effort is needed to ensure that feed-forward element is there for high achievers too.

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.

The work-related learning outcomes were followed appropriately in the report and employers were actively involved in the process as evident from the reports.

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

Access to the materials were provided through googledocs. I also offered the option to contact staffs if needed for clarification/further information.

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.

12. Any other comments

The learning and teaching this year were severely affected by unprecedented pandemic and it was satisfying to see that UC Leeds and The Open University jointly worked proactively to ensure that the students are not disadvantaged in any way and adequately compensated where needed. Despite these challenges, the quality of the overall process of marking, moderation and feedback continue to improve, and I am happy to see the upward trajectory.

Also, gradual incorporation of marking rubric is another encouraging trend. The differentiation between student who did well in the assessment who didn't was evident from the marked assessments.

Feedback was generally adequate and clearly indicated where the requirement is met and where they didn't. As indicated before, feed-forward element for the high achievers need to improve in most modules. The good practice of adding feed forward element should continue as it is valuable for the students to ensure continuous improvement.

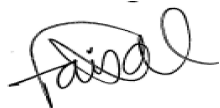
I would like to repeat the issue of technical component of the Project module. As they are working towards Computing degree, future projects should include technical element where tangible outcomes (for example in the form of website, or piece of software/code, results analysis etc.) are expected. OU may consider providing training/discussion session with experts to improve this component in future years. This is particularly important as there are several new staff who may not be aware of the previous discussion and recommendation.

Though no detriment policy was applied in all cases, there were a case where chairs action was needed. In future, a prior review of border line cases internally may be carried out to ensure that external examiners and OU staffs are provided with adequate information of those ahead of the board.

Finally, I would like to thank the staffs of UC Leeds and The Open University partnership validation team for their hard work during this difficult time of pandemic. I am satisfied with the overall process and hope that the program will continue to provide better student experience in terms of learning and teaching.

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

Signed:

A handwritten signature in black ink, appearing to read 'Faisal', written over a light grey background.

Date:

25/06/2020