



Open University Validation Partnerships

External Examiner report template

Section A: General information

Institution:	Leeds City College/University Centre Leeds
Programme:	BA (Hons) Sport Coaching
Subject examined:	Sport Coaching
Name of examiner:	Pete Holmes
Current year of appointment	4th & final

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 to include confirmation that sufficient evidence was received to enable your role to be fulfilled.
Sufficient evidence was received – I viewed samples of student work from all level 6 modules including dissertations.
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 standards set are appropriate for the award.
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 students' work was comparable with similar programmes elsewhere with a wide range of grades from low thirds to firsts, as might be expected. Students in general demonstrated good knowledge, understanding & skills across a range of modules & assessment types.
4. The strengths and weaknesses of the students
Coaching practical delivery appeared to be students' strongest module & assessment, as would be expected with this cohort. Weaknesses included (in some students) lack of engagement with academic literature & general academic writing skills.
5. The quality of teaching and learning, as indicated by student performance
The quality of T & L appears to be good from both student performance & resources I have seen, particularly in the circumstances of the last year with the impact of COVID.
6. The quality of the curriculum, course materials and learning resources
The quality of the curriculum, materials & resources continues to be good.
7. The quality and fairness of the assessments, in particular their:
(i) design and structure
The assessments I saw appeared to provide a good range of assessment types & allowed

students to apply research-informed ideas to practice & the real world. As such, these could be seen to be particularly beneficial to students' future careers in the 'real world' of sport coaching.

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

Assessments do a good job of assessing achievement of the stated LOs at both module & programme level.

(iii) marking to include comments on whether marking scheme / grading criteria has been consistently applied

Marking continues to appear fair & consistent with useful, succinct, development points for students alongside recognition of strengths.

8. Where the programme has specific work-related learning outcomes (e.g. Apprenticeships and 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.

Everything was administered very well, as it has been for my full four years.

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

YES

If no, please comment

N/A

11.
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, reliable and transparent across the provision.

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

12. Any other comments

I just have a couple of final considerations for the programme team moving forward:

1. The sample dissertations I saw all appeared to be quantitative or for those using mixed methods, the main aspect was quantitative. This may just be an anomaly in the sample I saw, but are students being informed fully of qualitative options given the ongoing growth of qualitative research within the field of sport coaching & related areas?
2. With the Practical module, could the feedback & grading for the planning/justification be separated from the practical delivery to help students to

understand their respective strengths & areas for development? As an example, a student may be very strong on the practical delivery aspect but not so strong on the written justification – just something to consider moving forward.

A final thankyou to the programme team at LCC for their help & support over the last four years, particularly the PM, in addition to the administration/exam board teams. I have always felt fully welcomed by everyone there. Similarly, a thank you to everyone within the OUVF team for their support. Again, I have always had everyone I have needed from them throughout.

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

Signed:	P.Holmes
Date:	25/6/21