



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

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| Institution: | Leeds City College |
| Programme: | BA (Hons) Children and Young People's Care and Education |
| Subject examined: | |
| Name of examiner: | Rosie Walker |
| Address: | |
| E-mail: | |
| Current year of appointment | 3rd 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.

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| 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 course handbook and 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 a sample of dissertations and 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 that may be publishable. Students are encouraged to demonstrate independent thought and to articulate their own position on relevant early childhood issues and this showcases their knowledge and skills. 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 where the work has been clearly and carefully designed and is likely to have positive impact on practice. |
| 4. The strengths and weaknesses of the students |
| The strengths of the cohort include their strong motivation to study in order 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. I have suggested to the team that they may like to consider enabling students to explore the wider socio - economic issues within modules in a more critical manner. |
| 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 team may like to consider the broad scope of some of the research projects and what support could be given to students to narrow this down into more manageable projects. Also, to consider how collaboration through settings participating in decisions about what is being researched could be achieved and dissemination of findings to participants can be incorporated.

The tutor team are supportive to the students throughout their learning journey.

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. Course materials are clear and informative.

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

(i) design and structure

The majority of students on the programme are achieving well and some students are producing work of a very high standard. Assessments are appropriately challenging for the level and module topic. Assignment briefs are clearly articulated and students are given clear guidelines on word counts and structure. They all enable the learning outcomes to be met.

(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 referencing etc. The work is consistently and thoroughly moderated.

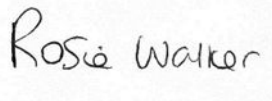
8. Where the programme has specific work-related learning outcomes (e.g. Foundation Degrees) please comment on the assessment and achievement of these outcomes, including employers' involvement where relevant.

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.

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

YES/NO – please delete as appropriate

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| If no, please comment | |
| I am unsure about this as I have received no feedback about this. It would be helpful to have some brief feedback about any steps that have been taken. | |
| 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. | |
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| 12. Any other comments | |
| The team are to be congratulated on their sensitive handling of academic issues raised by Covid19 and have made timely and pertinent changes to the course to make it possible for students to complete assignments | |
| Please ensure that you sign and date below, if sending a hard copy of this report | |
| Signed: |  |
| Date: | 25.6.20 |