



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>	Leeds University College
<b>Programme:</b>	Foundation Degrees in Sport
<b>Subject examined:</b>	Physical Education
<b>Name of examiner:</b>	Matthew Fleet
<b>Address:</b>	
<b>E-mail:</b>	
<b>Current year of appointment</b>	<b>3</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.

### Please comment as appropriate on:

1. The range of assessed material and information provided by the institution on which your report is based.

- A range of learner material was presented by the Leeds City College for higher education. Learner work is assessed accurately and consistency. Some learners work provided was of an excellent standard. Additionally, the feedback to the learners was clear and supportive. Also, the work was appropriately authenticated by both learner and assessor.
- Moderation has been completed to an excellent standard and correct decisions have been made.
- It is essential that thorough internal moderation is maintained on both assignment briefs and for assessment decisions.
- Feedback on internal moderation is rigorous and clearly personalised to each assessment decision. The feedback is not generic which demonstrates good practice.
- This process has confirmed that the assessors have accurately assessed the learners in each unit.
- It is clear that the centre has an effective and supportive internal moderation system in place which is robust. This is an area of very good practice and an element which should continue to be implemented each academic year.
- The administrative information on the internal moderation forms is clear and provides detailed support to the tutor assessor regarding the accuracy of the assessment decisions.

**It should be noted that this is the same as the last two years, learner material and assessment is continually excellent.**

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 are appropriate for the required level. Which are comparable to my own institution and from what I have observed other deliverers of higher education qualifications.
- Learners work is marked in the appropriate bands/levels, supportive comments make the reasons for this clear.
- The independent study unit provided some interesting pieces of work that was well structured. The centre could consider changing this too one assessment with an increased work count and weighting. Some minor errors in learners work was not highlighted, however it is recognised that it is not possible or even appropriate to comment on all.
- For the unit professional development – good practice is demonstrated through grade adjustment after discussion. It should be noted that this also happened in other units. The CV and application form feedback was constructive and helpful for learners. The centre may wish to consider the use of mock interviews as an assessment method and merge the other two assessments into one. This would help develop learners skills set. Again as in previous years some students include many more references than others. Good constructive comments throughout.

<ul style="list-style-type: none"> <li>● Psychology - Level 4 – the assessment is effective and the marks I believe accurate. However as mentioned in the EE report from June 2019 -more clarification of how marks are awarded and more annotations would be advantageous. Introductory questions were lacking challenge for learners. To support learners, use line for learners to write on (mentioned in the EE report from June 2019).</li> <li>● Sociology of Sport – very good feedback given to learners which is constructive. Also the centre might wish to consider encouraging learners to be more critical rather than descriptive for this unit.</li> <li>● Sports Analysis – contextualised feedback is provided that links to assignment task.</li> <li>● Training and fitness - Level 4 – well coordinated unit, with learners demonstrating good levels of knowledge in detailed session plans.</li> <li>● Policy - Level 4 – excellent assignment - critically investigating the legal, political and personal requirements of employment within physical education. Learners work is well written and follows a coherent structure and the same for second assessment. However, an interesting discussion is noted between assessor and moderator, a little more clarification would have been beneficial.</li> <li>● Inclusive learning – some excellent work, as previous years.</li> <li>● Learning and teaching – really good practice demonstrated. The centre may wish to consider getting learners to actually physically teach the lesson to their peers. Would a very verbal reasoning be better than written.</li> <li>● Work related learning, excellent evidence provided – alternative well used for this assessment window.</li> <li>● <b>When are re-sits for level 4 learners?</b></li> </ul>
<p>3. The quality of students’ work, their knowledge and skills (both general and subject-specific) in relation to their peers on comparable programmes elsewhere.</p>
<ul style="list-style-type: none"> <li>● Standards are appropriate for the required level. The work presented in relation to their peers at comparable programmes elsewhere is very positive.</li> </ul>
<p>4. The strengths and weaknesses of the students</p>
<ul style="list-style-type: none"> <li>● A range of learner material was presented by the Leeds City College for higher education.</li> <li>● Some of the weaker learner work for some units was not sufficient for this level, this was recognised by the teaching team and supportive feedback was provided.</li> <li>● Some very good levels of critical reflection were demonstrated in the coaching in school and PE unit.</li> </ul>
<p>5. The quality of teaching and learning, as indicated by student performance</p>
<ul style="list-style-type: none"> <li>● The very high standards of student work are indicative of consistently excellent teaching on the various units, and throughout the programme.</li> <li>● The courses are well-designed, take into account the needs of students, and have a good coverage of topics.</li> <li>● The attention given to feedback on coursework is a particularly notable feature of the teaching on the units.</li> <li>● Through reading the comments of tutors it is clear a very positive learning environment is in place. Where the student’s efforts to communicate their learning and enthusiasm for the subject are nurtured and encouraged.</li> </ul>
<p>6. The quality of the curriculum, course materials and learning resources</p>

<ul style="list-style-type: none"> <li>The centre provides a high-quality curriculum, course material and learning resources.</li> </ul>
7. The quality and fairness of the assessments, in particular their:
(i) design and structure
<ul style="list-style-type: none"> <li>The structure of the course and subjects were appropriate for the level, I observed a number of very interesting units typical for this level in the UK.</li> <li>The centre may wish to consider reducing the number of assessments for learners, (this has been discussed with departmental staff).</li> </ul>
(ii) relation to stated objectives and learning outcomes of the programme
<ul style="list-style-type: none"> <li>Learning outcomes for each unit are covered throughout the assessments.</li> <li>Also, these assessments have been adjusted due to ongoing COVID-19 situation and planned for the next academic year 2020-2021, I have been informed throughout this process.</li> </ul>
(iii) marking
<p><u>As of previous years.</u></p> <ul style="list-style-type: none"> <li>Accurate assessment decisions made, and very good feedback provided for the learners.</li> <li>All marking followed a marking scheme and units had a marking matrix which enables me to determine exactly how marks were awarded.</li> <li>Various forms of assessment were used including, coursework assignments, and presentations. This allows the different types of learners to demonstrate their abilities and knowledge.</li> </ul>
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.
Two placements have been added at level 5 (2018-2019), which included a work related placement and school placement. This allowed learners to gain vital experience to support their academic qualifications.
9. The administration of the assessments, operation of examination boards, briefing of external examiners, access of external examiners to essential materials, etc.
<ul style="list-style-type: none"> <li>As external examiner I continue to be kept informed of the progress of the units throughout the year. In addition to changes that have been made due to current COVID-19 situation.</li> <li>I have been sent appropriate specification documents, handbooks, reading lists and assessment outlines.</li> <li>Again, I would like to record here my gratitude to the staff who have provided any information I have requested and courtesy in communicating to me all of the information I needed to perform my duties as external examiner. <b>Especially in these challenging times, the staff were proactive in dealing with any issues.</b></li> </ul>
10. Have all the issues identified in your previous report been addressed by the institution?
n/a
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.

n/a

12. Any other comments

- **Again I would like to record here my gratitude to the staff who have provided any information I have requested and courtesy in communicating to me all of the information I needed to perform my duties as external examiner. Especially in these challenging times, the staff were proactive in dealing with any issues.**

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

Signed:

Matthew Fleet

Date:

25<sup>th</sup> June 2020