

External Examiner's Report

Year: 2020-21

Name of External Examiner	Graham Mason
Name of Course(s)	FD Sports Performance and Exercise
Name of LCC Course Manager	
Date of Board Examiners	24.6.21
Date of Report	4.7.21

Introduction

External Examiners are required by the terms of their appointment to submit an annual report. The report will be considered in depth during course/ provision annual monitoring and review activity. A record of the departments' responses to examiners' reports also forms part of the documentation for this activity.

External Examiner's report summary

Please indicate in the relevant boxes below whether you agree with the statements about the standards of Leeds City College's awards, the standards of student performance and the conduct of the College's assessment processes.

Please also list any shortcomings and areas for commendation. You should expand on any issues you mention here in the main report.

Standards set		
	Yes	No
"In my view, the standards set for the awards are appropriate."	✓	
<i>If your answer is 'no', please provide a brief statement (bullet points) of the respect(s) in which they fall short.</i>		

Student performance			
	Yes	No	N/A *
	✓		

<p>“In my view, the standards of student performance are comparable with similar course(s) or subjects in other UK institutions with which I am familiar.”</p> <p>I have reviewed a sample of student work from the collaborative / franchise institution and in my view the standards of student performance are comparable with students studying the award(s) at Leeds Met</p> <p><i>* Not applicable – if you are a practitioner and are not in a position to assess national standards please indicate here.</i></p>	✓		
<p><i>If your answer is ‘no’, please provide a brief statement (bullet points) of the respect(s) in which they fall short.</i></p>			
<p>Conduct of processes</p>			
<p>“In my view, the processes for assessment, examination and the determination of awards are sound and fairly conducted.”</p>	Yes	No	
	✓		
<p><i>If your answer is ‘no’, please provide a brief statement (bullet points) of the respect(s) in which they fall short.</i></p>			

<p>Areas for commendation</p>
<p>Any particular strengths or distinctive or innovative features in relation to standards and assessment processes</p>
<ul style="list-style-type: none"> • Student Feedback • Student Support • Quality Processes and Internal verification

Main report

In this section you are asked to describe more fully how the College has or has not maintained academic standards and the quality of the student experience in relation to the course(s) for which you are the external examiner.

Please write a report (in addition to completing the Summary) in sections under all the following areas.

<p>(a) The operation and conduct of the Board of Examiners (and any Mitigation Panel or Examination Committee meeting you may also have attended).</p>
<p>I attended the Programme Board of Examiners. The operation of the board was efficient and rigorous. Where there were decisions to be made about candidates who had due reassessments and/or outstanding credits, an objective consultation resulted in a plan of just and fair action. All decisions were made in accordance with the University Centre policies and regulations</p>

(b) The action, if any was required, taken in response to your report of last year. (This will not be relevant if you are examining for the first time.)

NA

(c) The overall performance of the students, in relation to that of comparable levels of work in other institutions.

**I observed a variety of different types of modes of student assessment. This is well balanced and covers an excellent range of knowledge based, analytical and reflective assessments and the demonstration of practical and professional competency.
Student workload was comparable to other higher education institutions of which I have experienced.**

(d) The strengths and weaknesses of the students in general with respect to knowledge, conceptual grasp or application of skills.

**The student learning experiences are vocationally relevant both in terms of engagement through appropriate subject content and performance in a variety of industry related assessment processes.
There are opportunities to relate theory to practice through the work placement module. Perhaps In order to provide a more balanced assessment of the student's achievement in the work-based module I recommend that one element of the assessment process for this module reflect the student's practical and professional performance in terms of their potential employability, competency in the work place and aptitude for this type of work (it may just give more authenticity for the student).
I particularly liked how students (those who were particularly motivated) really engaged in a case study approach which really emphasises the nature of the FD in terms of performance.**

(e) The standards of the structure, organisation, design and marking of all examination papers and/or other forms of assessment.

**The standard of marking was appropriate and consistent with the assessment criteria and grade descriptors. The quality and quantity of feedback provided to students was comprehensive and meticulous. There was evidence of a thorough process of internal moderation.
Overall, assignment briefs were innovative and contextual and enabled students to pursue particular areas of interest. Occasionally, there was some inconsistency in terms of the degree of guidance and assignment briefing information provided to students.**

(f) The curriculum, teaching or resourcing of the programme(s) of study as indicated by the performance of the students in the assessment.

All modules are appropriate to the requirements of the industry and specialist knowledge and competency is incorporated into the module learning outcomes and assessment process. The

modules are bespoke and current and reflect the industry needs. There are opportunities for students to follow particular areas of interest and this is a positive feature of the programme design.

(g) Comments on the use of the VLE within the course(s) (if applicable)..

It was obvious this does occur – but I would be happy to be explore and discuss with the team the benefits and indeed possibilities for future teaching and learning opportunities.

(h) Module content, consistency of modules and module assessment across the course and the achievement of learning outcomes.

Monitoring and review of module content is apparent through staff feedback, staff reflection, conversations and external suggestions. This is something I would like to explore further with the staff team which will give me a better outlook of the course – and support the staff team give to the students – again it has been quite difficult to fully appreciate the hard work which will have no doubt go on ‘behind the scenes’ especially in terms of a cohort which can be considered as ‘non-traditional’ students. I particularly like the content of the Alternative Physical Activity module which is critical for sports students in this current tome of uncertainty.

(i) Areas of good practice you have identified – please expand on the key areas for commendation listed in the summary.

Quality Processes: The samples of student work were presented to me electronically and this was well organised. There was evidence of robust assessment processes and first and second marker grade verification.

Student Feedback - The annotated marking on the assessment feedback page was thorough and comprehensive. Students received excellent constructive feedback. Feedback appears prompt and individualised. This is commendable. In addition, good use of video/IT related feedback to reflect on some of presentations and case studies (e.g. player programmes).

Student Support - It is not uncommon for the delivery of extracurricular/additional workshops/sessions to support student learning. It appears the team have exceptional experience and are dedicated in their approach to delivering an effective and stimulating programme of study for all students. In many cases students are recruited from either non-traditional educational backgrounds and/or returning to education as mature learners. This is something I look forward to discussing further with the team – especially considering the circumstances of COVID throughout this academic year.

The external examiners handbook/website is a useful resource which I used to clarify role and expectations.

(j) The College welcomes external examiners' comments on its developing academic regulatory framework. Such comments may not have a direct bearing on standards set and achieved or the conduct of processes and so it may not be appropriate to include them elsewhere in this report or its summary. Please record any concerns or comments you may have here.

External Examiners' Report Checklist
Please comment for all boxes

Course Materials				
Did you receive?		Yes	No	N/A
a.	Course Handbook(s)?	✓		
b.	Academic Regulations including any Professional Statutory Body requirements where appropriate?	✓		
c.	Module specifications (these may be in the Course Handbook)?	✓		
d.	Assessment briefs/marketing criteria?	✓		

Draft examination papers				
		Yes	No	N/A
a.	(i) Did you receive all the draft papers?			✓
	(ii) If not, was this at your request?			✓
b.	(i) Was the nature and level of the questions appropriate?			✓
	(ii) If not, were suitable arrangements made to consider your comments?			✓
c.	Were suitable arrangements made to consider your comments?			✓

Draft assessment activities				
		Yes	No	N/A
a.	(i) Did you receive all the draft assessment activities?		✓	
	(ii) If not, was this at your request?	✓		
b.	(i) Was the nature and level of the assessment activities appropriate?	✓		
	(ii) If not, were suitable arrangements made to consider your comments?			
c.	Were suitable arrangements made to consider your comments?	✓		

Student Work				
		Yes	No	N/A

a.	Were you offered the opportunity to select your sample?	✓		
a.	Was the full range of assessment activities made available for you to sample?	✓		
b.	Was the method and general standard of marking and consistency satisfactory?	✓		

Examination Committee/Board of Examiners				
		Yes	No	N/A
a.	Were you able to attend the meetings?	✓		
b.	Were the meetings conducted to your satisfaction?	✓		
c.	Were you satisfied with the recommendations of the Examination Committee/Board of Examiners?	✓		

Signature

Graham mason

Date:

7.7.21