



Open University Validation Partnerships

External Examiner report template

Section A: General information

Institution:	Leeds City College
Programme:	Computer Games (Foundation and BA) and Concept Art
Subject examined:	All modules on the above programmes.
Name of examiner:	Adrian Mills
Current year of appointment	2020/2021 (First 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.

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.
There was a range of work to view across all modules that needed to be considered at both the mid-year and end-of-year boards. The work was easily accessible via a shared Google Drive.
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 assessments and standards set and expected are in line with expectations with other institutions across the HE sector.
3. The quality of students' work, their knowledge and skills (both general and subject-specific) in relation to their peers on comparable programmes elsewhere.
As expected, there was a range of quality in student's work and their application of subject knowledge was equally varied. Again, this falls in line with work that is done at other HE institutions.
4. The strengths and weaknesses of the students
It is hard to fully assess the strengths and weaknesses of the students at this stage due to the nature of the year we have just experienced. Although the student cohort size is enough for a solid amount of peer learning, it is only right to recognise the impact of the Covid Pandemic on this. It is clear that there is, as expected, a range of competencies across the student body, but it will be good to see a full year with students back in class to obtain a clearer sense of their strengths and weaknesses.
5. The quality of teaching and learning, as indicated by student performance
It is clear from the work viewed that the course team provide excellent quality teaching and learning for their students. As noted in Point 4, it is hard to get a solid grasp of this due to the Pandemic, but it is clear that the course team have delivered excellent content through more than difficult circumstances and should be commended for this.
6. The quality of the curriculum, course materials and learning resources

Due to the pandemic and being appointed mid-year, it has been hard to fully assess this. The curriculum seems well considered and going by the work submitted by students, the course materials and learning resources seem solid and industry relevant.

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

(i) design and structure

The assessments follow a logical design and provide a challenge for students.

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

The assessments are clearly linked to the learning outcomes for each module and the programme and allow students to continually build on what they have learnt previously.

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

The marking is excellent, with clear, copious, and well written feedback. It is good to see that the feedback is individually written for each student with clear evidence of what they have done well and where they could have improved. The grading is fair and consistent and it is clear that all work has been second marked and moderated.

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.

I have had no issues in accessing course materials in preparation for the boards that I have attended this year. The boards were straight forward and run efficiently, and the admin team is to be commended on this.

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

YES

If no, please comment

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)

I confirm the above, that the programme as a whole is consistent and appropriate and that the process for assessment and awards are fair and transparent.

12. Any other comments

As this has been my first year in the post, it has been something of a learning curve to bring myself up to speed with the course, its content and delivery. None of this has been helped by the Pandemic, but the course and admin team have been very welcoming and answered any questions I have had promptly which has allowed me to fulfil my role with little difficulty. I am looking forward to meeting the team in person next year (all things permitted) and being able to see the facilities that are available to students.

As noted at the board, it is easier for me to moderate work if they are accompanied by a video play through of the project, as downloading files of multiple gigabytes can prove arduous. This also allows students to create content for their evolving portfolio that is more relevant in today's industry. Building this expectation into assessment submissions also makes students consider the work they are submitting more carefully and is something the team may want to consider going forward.

The previous report questioned if there was a policy regarding the number of credits that a student can be referred/differed. However, due to the nature of the year we have had, it is hard to see if this has been implemented, and although there were a number of students with outstanding work to complete, this is wholly understandable considering the circumstances. I would expect to see this decrease significantly next year, but would hope that the extra work that this places on the course team right now is recognised and supported internally.

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

Signed:	A. Mills
Date:	28/06/21