



## Open University Validation Partnerships

### External Examiner report template

#### Section A: General information

<b>Institution:</b>	Leeds City College
<b>Programme:</b>	Business, Enterprise and Management
<b>Subject examined:</b>	Enterprise skills, Financial Accounting, Managing and Developing People, Work related project, Business Operations, Leadership and Management Managing New Enterprises, Dissertation
<b>Name of examiner:</b>	Joanne Blake
<b>Address:</b>	
<b>E-mail:</b>	
<b>Current year of appointment</b>	4

## 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.

<b>Please comment as appropriate on:</b>
1. The range of assessed material and information provided by the institution on which your report is based.
Access to the documentation including handbooks, assessment briefs, marking and moderation forms and course content were provided in addition to a sample of the work across all modules as indicated above
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.
Modules are mapped across to the QAA subject benchmark statements and each module links clearly to the programme specification with opportunity for students to meet learning outcomes across the modules.
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 students work is comparable across other programmes, it is apparent where students have engaged widely with course material and suggested reading, as is clear within the work based modules where practical application is demonstrated. It is also evident to see the development progress from level 3 to 5.
4. The strengths and weaknesses of the students
Strengths – this has been particularly pleasing for the part time stud Weaknesses – noticeable within the dissertation that students are selecting safe topics rather than researching into more contemporary issues faced in the 21 <sup>st</sup> Century
5. The quality of teaching and learning, as indicated by student performance
It is evident that the team has worked particularly hard during this difficult period to support student learning. Templates introduced in the last couple of years are one example of acting as a guide for students such as the reflective practice and those created for assessment of the Managing Business Operations Module.
6. The quality of the curriculum, course materials and learning resources
The curriculum maps across to benchmarks and provides a broad range of materials

including access to a range of academic journals and databases.
7. The quality and fairness of the assessments, in particular their:
(i) design and structure
No issues here, the assessments are appropriate and marking schemes transparent.
(ii) relation to stated objectives and learning outcomes of the programme
All assessments are mapped to the learning outcomes and students are able to identify which learning outcomes must be met within each element of assessment.
(iii) marking
It is evident that this is something the course team has worked upon over the last couple of years – marking is clear and it is pleasing to see moderation and consideration of marks at the grade boundary.
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.
As in previous years, the work enables students to undertake interesting projects, students may need greater guidance on the type of project suitable.
9. The administration of the assessments, operation of examination boards, briefing of external examiners, access of external examiners to essential materials, etc.
All materials are accessible in advance of the board, pre-board meetings are held with the team, dates of boards provided well in advance, exam boards are extremely well run with critique and discussion to ensure transparency and fairness.
10. Have all the issues identified in your previous report been addressed by the institution?
Yes
If no, please comment
11. <u><i>(For chief external examiners or those with responsibility for the whole programme – if in doubt please check with the appointing institution)</i></u> 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.
12. Any other comments
This is my final report for Leeds City College as my External Examiner role has come to an end. It has been a pleasure to work with the college over the years and it has been wonderful to see the increasing numbers of students and the teaching team strengthened

over this period.

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

Signed:

Steve

Date:

3<sup>rd</sup> September 2021