



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>	<b>Leeds City College/University Centre Leeds</b>
<b>Programme:</b>	<b>PGCE English Literacy and ESOL</b>
<b>Subject examined:</b>	<b>PGCE ESOL and English Literacy</b>
<b>Name of examiner:</b>	<b>Erika Corradini</b>
<b>Address:</b>	
<b>E-mail:</b>	
<b>Current year of appointment</b>	<b>2019/2020 second year of appointment</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.

<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.
The range of materials assessed was comparable with the number of participants enrolled on the course. I was given a sample of work to examine which spanned the variety of assignments participants undertake.
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 standards set are comparable with other PGCE courses in the same area. Standards are appropriate for the award, information provided sets expectations clearly and informatively.
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 quality of students work has visibly improved. The work examined was of a high standard, relevant to the outcomes of the programme and relevant.
4. The strengths and weaknesses of the students
One of the strengths of the students is that they seem to come onto the programme with potential but differing levels of competence. The students who commit are empowered to fill the gaps and to develop their skills and abilities to the set standard. I acknowledge that teaching students with differing levels of competence and levels of commitment is challenging. The programme requirements are however challenging and the expectations set high and at the right level. This outcome-based approach sets the pace of the learning and encourages participants to develop as expected in this kind programmes.
5. The quality of teaching and learning, as indicated by student performance
Student performance indicate that the teaching is pitched at the right level for a programme in which most participants are adult learners with a variety of commitments

and specific needs. Feedback provided in summative assessment is extremely accurate and careful. The tone of the feedback is always friendly and objective. The marker/s provide clear and objective advice on how to progress and develop work. These comments are based on evidence.

6. The quality of the curriculum, course materials and learning resources

The course materials are clear and assignments varied, engaging and challenging. Expectations are clear and set at the right level.

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

(i) design and structure

The design of the assessment is clear and pedagogically sound. Assessment is linked to the intended learning outcomes as you would expect in an outcome-based approach to learning and teaching. The structure is logical and comparable with other similar programmes.

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

The relation to the intended learning outcomes is explicit and the objectives of the programme clear.

(iii) marking

Marking is valid and reliable, a moderation process is in place with moderation reports showing agreement and consistency in marking judgements. Feedback is objective, forward looking and kind.

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.

N/A

9. The administration of the assessments, operation of examination boards, briefing of external examiners, access of external examiners to essential materials, etc.

Access to the materials was provided in advance of the board. Relevant materials were also provided for reference.

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

YES

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)*

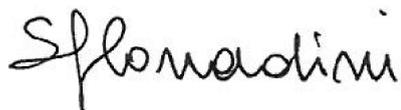
Please confirm that the assessment and standards set for the programme as a whole, including all its pathways, modules or individual courses are consistent and appropriate, and that the processes for assessment and determination of awards are fair and sound across the provision.

12. Any other comments

Well done to the team and the students for completing the programme in the current circumstances. I have no further comments.

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

Signed:



Date:

24 June 2020