

Clinical And Applied Sciences

Undergraduate

- BHSET Sports & Exercise Therapy(UG)

Please indicate, below, whether you agree with the statements about the threshold standards of Leeds Beckett University's awards, student achievement and the conduct of the University's assessment processes, using as a reference the framework for higher education qualifications and applicable Subject Benchmark Statements / Qualification Characteristic Statements. Please also list any shortcomings and areas for commendation. You should expand on any issues you mention here in the main report. If any boxes are ticked "No" the Dean of School or nominee will be alerted and will oversee the response from the Course Director.

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Standards Set

| | Yes | No |
|---|-----|----|
| "In my view, the threshold academic standards set for the modules/awards meet with the requirements of the relevant National Qualifications Statement's." | X | |

If your answer is 'no', please provide a brief statement (bullet points) of the respect(s) in which they fall short:

Student achievement

| | Yes | No | N/A* |
|--|-----|----|------|
| "In my view, students' who have been awarded qualifications have had the opportunity to achieve standards beyond the threshold level that are reasonably comparable with those achieved in course(s) or subjects in other UK institutions with which I am familiar." *Not applicable – if you are a practitioner and are not in a position to assess this statement, please note here: | X | | |

Please provide any further comment on the comparability of collaborative provision

If your answer is 'no', please provide a brief statement (bullet points) of the respect(s) in which they fall short:

Conduct of process

Yes No

External Examiner's report summary

"In my view, the processes for assessment, examination and the determination of awards are reliable, rigorous and fairly conducted."

X

If your answer is 'no', please provide a brief statement (bullet points) of the respect(s) in which they fall short.

Actions from last year's report

(This will not be relevant if you are examining for the first time)

Yes

Areas of good practice/commendation

Any particular strengths or distinctive or innovative features in relation to learning, teaching and assessment:

A clear moderation process with specific documentation associated with each individual module. Some great innovations namely the virtual clinics. The voice over presentations for research methods were also a great success.

Main report

In this section you are asked to describe more fully how the University has or has not maintained threshold academic standards and the quality of the student experience in relation to the course(s) for which you are the external examiner, using as a reference the framework for higher education qualifications and applicable Subject Benchmark Statements / Qualification Characteristic Statements.

Please complete all sections of the form fully and where not applicable please state N/A. Where applicable please also complete the sections for any collaborative provision sampled.

If you are an external examiner for any of the University's Pearson Licensed Centre Programmes (HND/HNC level) provision, please also complete the section on page 9 sections l, m and n entitled "for External Examiners Associated with Pearson Licensed Centre Programmes."

Professional Body Requirements

| | Yes | No | N/A* |
|---|----------|----|------|
| "In my view, the professional body requirements for this course have been met. *Not applicable if the course is not a professional body course please indicate here. | X | | |

If your answer is 'no', please provide a brief statement (bullet points) of the respect(s) in which they fall short.

(a) The operation and conduct of the Progression and Award Board (and/or Module Board meeting you may also have attended).

The operation and conduct of the both Boards was well organised, appropriate discussion based on

External Examiner's report summary

student progressions were had and clear action points taken. Discussions surrounding individual students to ensure consistency and fairness and supportive of students.

(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.)

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

I confirm the overall performance of the students is comparable to levels of work at other institutions and in line with grade boundaries set out to all students and the full range of utilised

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

The students gain many transferable skills especially computer based and marketing skills alongside their therapy skills

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

The organisation was very clear with clear evidence of moderation and clear guidance given in light of the pandemic

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

The only module which stood out was Practice Placement where the mean was below that of last year. The feedback from the module however was outstanding and the students have clearly benefited from the modifications the team had to implement. I do not feel that the students have been disadvantaged.

(g) Comments on the use of My Beckett (Virtual Learning Environment) within the course (if applicable).

The team utilise My Beckett, Google drive and pebble pad excellently

of learning outcomes. (You may be asked by your School to provide detailed comments on the modules that you examine.)

Peripheral Anatomy CRN 14570 - Semester 1

Professional Skills 1 CRN 14571 - Semester 1

Professional Skills 2 CRN 14572 - Practical exam cohort mitigation deferred.

Spinal Anatomy CRN 14573 - Deferred assessment cohort mitigation

Assess the Athlete CRN 11189 - Semester 1

Evidence based Rehabilitation CRN 11190 - Cohort mitigation applied for practical. Clear moderation and feedback consistent with grade given.

Research Methods CRN 14574 - Relevant comments made and guided areas for improvement.

Appropriate language for marks awarded. Constructive feedback and clear evidence of moderation. Great use of audio over the power point enabling further transferable skills and student reflection on their presentation. Endorse the recommendation by the programme for this format next year.

Sports Trauma Management CRN 14579

Current Concepts SET CRN 14575 - Both components effected by Covid 19 and adjusted accordingly. This enabled further reflection during marking the presentations. Some excellent and very professional looking presentations as well as clear feedback indicating how the students may improve their work. Clear differences observed in grade boundaries.

Orthopaedic Rehab S1 CRN 14581 - Extensive feedback giving the student clear areas of guidance regarding how to improve their work and signposting accordingly. Appropriate feedback for grade boundaries and clear evidence of moderation.

Practice Placement CRN 14580 - The team are highly commended on their adaptation and the use of virtual clinics that was received well by the students encouraging reflection, critical thinking and students felt they gained depth of knowledge. Some great innovation by the team. Clear covid revised documentation clearly showing adapted guidance. Some great portfolios as well as some students who were lacking in some areas of evidence. Good use of voice overs to present their competencies.

Prof Prac Dev S1 CRN 14576 - A high level of work achieved clearly giving the students additional skills to use both within and outside the sector.

SET dissertation CRN 14613 - Very robust standardised marking calculation and mark allocation. Very rigorous procedures in place. The taught component of the module had good attendance with good use of panopto to support the students. The small portion of feedback reviewed by the tutor on a section discussed last year appears to have gone well. Students were given ample opportunity in the current climate for extensions.

SET dissertation OLD module CRN 11107

SET practice placement OLD module CRN 11108 - deferred

Sports Therapy Placement Hours OLD CRN 13593

(i) Areas of student/staff engagement in teaching and learning, scholarship, research or professional practice.

It is clear that staff are regularly engaging in CPD activities and some are research active

(j) The University welcomes external examiners' comments on its 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.

Maintenance of standards of entry requirements at level four this academic year meant that candidates had to gain 88 points in order to gain a place.

There appeared to be far fewer withdrawals and fails at level 4. This has led to less attrition and a better overall performance as a year group.

(k) Collaborative Provision: please include here any comments you wish to make on elements of collaborative provision for which you have responsibility (in addition to those you may have indicated previously in this report).