

School of Events, Tourism and Hospitality Management

Undergraduate

- BHSEV Sports Events Management
- EVMGT Events Management (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
"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)

N/A

Areas of good practice/commendation

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

The teaching and research expertise aligned to industry case study and practical work is exceptional across the units I examined.

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.			

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

also have attended).

NA

(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.

Students presented a range of quality in submissions and these were clearly marked and supported to achieve higher marks in future submissions. This is noted as comparable to other institutions.

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

Marking teams have clear marking criteria and rubrics. All of these were applied and enabled supportive commentary on their knowledge, conceptual understanding and vocational skills.

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

Assessment offers a range of tasks and caters to a range of skills, knowledge and student ability. I have raised a discussion point to the teaching teams in terms of constructive alignment and am aware further discussion is occurring in the teams with regards to this. E.g. assessing each ILO once and not over multiple assessments.

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

If this relates to only resourcing, then I am aware more resources are being discussed to support new pathways and programmes being developed. This statement is really unclear.

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

Excellent. My documents and access worked really well and it is clear how feedback and MyBeckett is being used to its potential in T&L delivery and assessment.

(h) Module content, consistency of modules and module assessment across the course and the achievement of learning outcomes. (You may be asked by your School to provide detailed comments on the modules that you examine.)

Excellent. Again, I have had extensive time with colleagues in the department to discuss this.

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

Particular commendation is noted in the alignment with industry. Guest speakers, relevant case study application and constant application of theory, T&L practice and assessment with industry is excellent.

(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.

NA

(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).

N/A