

School of Events, Tourism and Hospitality Management

Postgraduate

- MSRTM Respsnble Tour Mgt (12MF/24MP)
- MSTBL Travel Business Leadership
- PCRTM Responsible Tourism Mgt
- PDRTM Responsible Tourism Mgt

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)

Yes

Areas of good practice/commendation

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

The MSc Responsible Tourism Management continues to evince several areas of good practice, many of which have been identified on in previous External Examiner reports. The provision of a placement option for the MSc RTM programme is thoroughly commended. Experience indicates that such an option significantly improves student engagement and employability.

Learning - the provision for students to select the focus or themes of assignments supported by advice and counselling from academic staff is clearly positive in terms of student learning.

Assessment – excellent student performances are being appropriately credited with first-class marks. Marking and other comment text for some modules is extensive. Some marking and comments make specific reference to module learning outcomes – this is another item of good practice, and should be extended across all. Clear evidence of marks moderation / second marking.

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* |
|-----|----|------|

External Examiner's report summary

"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.

(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 Boards I attended were entirely satisfactory.

(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.

The overall performance of the MSc RTM students is comparable to levels of work in other UK institutions.

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

Strengths - students' knowledge is generally satisfactory at this level; indications of conceptual grasp across the range of the subject field are adequate or better; a generally good application of skills is indicated in student assignments, but see below.

Weaknesses - some students need more preparation for working at L7/M-level – 'study skills' including how to approach assignments, the use of appropriate literature / sources, referencing in text, the importance of critical analysis, and firm conclusions. Some assignments lacked appropriate reference to suitable academic literature which would assist raising evaluations in assignments from the anecdotal and descriptive to the well-informed and analytic. The use of 'grey' sources needs to be monitored, and notably when reliance is placed on such sources which frequently do not assist the adoption of a critical orientation upon subjects. Tutor feedback does not always raise this as a critical issue.

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

Generally good. Some student assignments were perhaps over-ambitious, and support, advice, and counselling from LBU academic colleagues might have improved. No examinations on this programme.

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

Performance of students in the assessment seem to indicate that the curriculum, teaching and resourcing of the programme of study is entirely satisfactory.

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

(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.)

No issues with the content of module, the consistency of modules (although this point needs to be more thoroughly explained and contextualized), module assessment across the course. The achievement of programme learning outcomes seems clear.

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

(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.

(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).

