

Carnegie School Of Sport

Undergraduate

- BAHSD Sport Development(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.

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.

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

In my opinion the students graduating this year have had significant opportunity and support to achieve a high standard. The level of achievement can be justly compared to other UK Institutions offering similar courses.

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:

There is compelling evidence that students have been exposed to an industry relevant and engaging diet of learning opportunities.

There is also much evidence of the exemplary contribution of the programme team to student support and academic guidance.

The detailed amount of relevant and specific feedback that students are receiving - it is clear that the course team give full effort and consideration to the guidance that will assist the students in improving their academic skills, developing knowledge and applying their learning.

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.

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

The Progression and Award Boards I attended were formal and professional. They examined all issues and decisions fairly and in detail. The need to hold the meetings via Skype this year due to Covid 19 did not impact on the level of attention or examination and as an External Examiner I felt fully involved and my opinion valued.

(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.

In my opinion the performance of the students is entirely comparable with levels of work in other institutions. Students who have been awarded high grades have submitted exceptional assessments, provide evidence of wide reading and a clear grasp of the issues to be explored. They apply theory to practice well and support this with relevant research. Students with the lower grades provide largely descriptive content and display basic knowledge, with the link between theory and practice being difficult to determine.

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

I saw significant evidence of students displaying detailed knowledge, a very sound conceptual grasp and the ability to apply skills. It is clear that students are provided with a range of contemporary resources (Government and Sport England strategies, for example) and that the more able students can use the material in a creative manner. The weaknesses displayed by students at the lower end of the marks range are directly linked to a lack of engagement and application.

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

The structure, organisation and design of the assessments I viewed are consistent and of a high standard - making them fully accessible to the students. I viewed a high quality of work that can be described as bordering on the professionally authentic (this strengthens and reinforces the employability skills that are evident throughout the course).

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

There are a number of innovative assessment designs included in the course. These enable students to engage with the realities of life in a sport development context. Students engaging fully in the assessment requirements have performed to a high standard.

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

I did not receive any comments on 'My Beckett'.

(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.)

I have provided specific comments on each of the individual and team/group assessments included within the samples. There is a consistent approach across all modules and levels. I am confident that the learning outcomes have been achieved in each module.

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

I met with a small group of students in Feb 2020. The feedback was extremely positive in terms of their involvement in discussing teaching and learning and they felt they have an influence on content and assessment methods going forward.

(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.

No concerns or comments at this stage.

(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

