School of Events, Tourism and Hospitality Management

Postgraduate

- MSEVP Events Management
- MSIEM Internt Events Mgt (12MF/24MP)
- MSSEM Sports Events Mgmt (12MF/24MP)
- PCEMP Events Management
- PCIEM International Events Mgt
- PCSEM Sports Events Management
- PDEMP Events Management
- PDIEM International Events Mgt
- PDSEM Sports Events Management (TP)

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
It is good to see that the complete range of grades are used, allowing students that produce excellent work to have this acknowledged fully. Thus grades awarded are comparable with other UK institutions across the cohort.

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 Covid-19 pandemic in 2020 has required many changes to be implemented at a rapid pace. Much of the delivery of semester 2 modules was online. Teaching sessions, discussion opportunities and support for assessment were offered to the students during this time. This appears to have been managed efficiently and effectively. The staff team have always appeared enthusiastic about their subject and approachable for students. Over the four years of my tenure I have spoken with several year representatives and all have been positive about the course delivery and the support they received from staff.

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 courseplease 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).

Progression and award boards have operated online due to COVID-19 restrictions. This change was communicated to the external examiner clearly in advance of the meeting. The online meetings displayed adherence to regulations and procedures which ensured confidence that the grades confirmed and qualifications awarded were appropriate.

(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 performance of students is often dependent on the levels of engagement with their course. With so many resources online this year it has been good to see that many of the students have progressed successfully and on schedule.

The decision to offer students extended time if they have been affected by COVID-19 was appropriate but has meant that most modules have not seen completion rates in line with previous years. However, I am confident that many delayed students will complete at future exam boards.

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

In general, assessment is providing a good opportunity for students to display knowledge and conceptual understanding of their subject areas. The use of site visits and guest speaker in semester one further enhanced the awareness of the industry in students. Sadly the pandemic curtailed opportunities in this regard later in the course – I do hope that such experiences are reinstated when it is safe and possible to do so.

Perhaps unsurprisingly, it is clear that the level of engagement with modules (whether face-to-face or online) generally has an impact on performance. Engagement levels appear to somewhat lower in some modules (often noted by module leaders) and some exploration of what can be done to enhance engagement, particularly for such modules, may be useful.

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

Throughout my tenure as external examiner I have commented on the lack of updating of assessment from year to year. The revalidation of the course has seen changes, with greater creativity in assessment design being seen. I further encourage module leaders to continue to review and update assessment annually.

Online marking is widely used and in most cases the feedback provided to students is extensive and structured in line with assessment criteria. It often shows thoughtfulness and is likely to be of great value in encouraging students to improve their future performance.

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

Feedback from students this year suggested that access to digital resources (in lieu of the library which was necessarily closed due to the pandemic) were sometimes problematic. While I appreciate this year was unprecedented it may be worth exploring any limitations further. I have highlighted in previous reports that more could be done to encourage use of academic resources on some modules and I wonder whether challenges in access are dissuading students from making use of resources that could enhance their knowledge and ultimately assessment performance.

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

It seems that the My Beckett VLE is used extensively by staff and students.

(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.)

Despite the interruption of the teaching year due to the COVID outbreak the modules have been delivered.

Contemporary Issues in Events
Delivered in semester 1, this module provided the opportunity for students to deliver a presentation in class. The use of a poster provides an interesting opportunity for the students but it is not clear that this addresses Learning Outcome 2 (allocated to this piece of assessment). Constructive feedback is provided to the students for all pieces of assessment.

Event Operations and Quality Management (DL)
It was good to see that the assessment had changed for the long-used Olympic case study. Its design is flexible and appropriate for the module. Some consideration may need to be given with regards to the extent to which students display understanding of all areas of knowledge gained from this module. However, as this this module will be replaced from 2021 (with Event Operations & Event Risk Management) only a reflection on ensuring the good practice in terms of assessment are taken forward to the replacement module.

Event Operations & Event Risk Management
The assessment for this module is appropriately designed and the selected case studies are varied and interesting. Feedback provided to the students is robust and detailed.

Sports Events Impacts, Issues and Policy
In line with my comments from previous years there is some benefit in encouraging students to make greater use of the literature.

Strategic Management and Finance
The assessment design may benefit from review. While the concept of the task has merit the extensive use of appendices and the ability to apply the theory learned seems to be challenging the students with an outcome that performance may be lower than perhaps otherwise possible. It is clear that the teaching team is continually seeking improvements to the module to enhance student performance so I am optimistic that an approach can be developed to the benefit of the entire cohort.

Strategic Management (DL)
Assessment for this module is appropriate. Students who have engaged with the module have performed well but there seems to be many who have struggled to deliver the assessment at a passing grade. Given that feedback is extensive and helpful in encouraging future improvement perhaps an intermediary step in the assessment process may help.

Creativity & Innovation
The content of this module is of value to the students but I think more needs to be dome to look at creative options in assessment (the task seemed somewhat mundane). I reviewed this module in2017/18 and commented then on issues with learning outcomes 3 and 4 (commenting then on the lack of creativity and innovation) so I was disappointed to see that this has not improved.

Experiential Marketing and Events
The design of the assessment for this module is good but the feedback would benefit from being more detailed as well as being structured in light with assessment criteria.

Human Resource Management and Leadership in Events
The assessment is well designed and appropriate for the module. The cohort performance is good. For the most part showing a good level of engagement with academic literature. It is good to see that detailed feedback is provided to students.

Professional Practice
Revalidation of this module has led to a change in assessment – for the better. The tasks are useful and relevant for the development of student employability. Unsurprising the pandemic has had a significant impact on student opportunities during this semester. However, assessment shows that appropriate learning has taken place in regard to professional practice.

Sponsorship & Marketing for Sports Events
This module appeared to be significantly impacted by the pandemic with only two studenst mplet assessment for the module on time. The assessment design does provided students with a good opportunity to display their knowledge but the necessary adaptation of the assessment may not have worked for all – perhaps future iterations of the module may need to consider how weaker students are supported through the process of creating their assessment.

Research Methods
There are several iterations of this module. In general, grades at the top-end seem a little generous. Feedback is also a little brief on occasion, which is a shame given the value of this module in setting up any future research project.

Research Project
This module has delivered some good projects at the top end. However, I continue to query whether some students are disadvantaged when they select topic areas which make limited use of the knowledge they have gained throughout their course – thus limiting the foundation on which they can successfully build their project. Perhaps early guidance towards using their gained knowledge of event management would aid these students. The marking process is often inconsistent with the feedback sheets completed differently by each marker. There is also little clarity on the process of agreement of grade by the two markers.

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

This has been a difficult year and it is positive to see that the teaching team has risen to the challenge to deliver a robust course and a positive student experience. I suspect that the existence of a long-established distance-learning program online has helped provide experience as modules were unexpected delivered online during the pandemic. In the past staff links with industry, along guest talks and site visits have added value to the course and I challenge the staff to think how technology may allow this to continue, to the benefit of students studying in the classroom or online.

(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.

The university move from semesterisation to terms appears to have been managed with thought by the team to ensure that the student experience is maintained. University plans to change the pass mark from 40% to 50% (to be in line with most other UK Universities) is commended and I am aware that the implications of this on marking by the teaching team is being given appropriate and positive appraisal.

(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).

External Examiner's report summary

N/A