

## Carnegie School Of Sport

### Undergraduate

- BAPEO Physical Ed with Outdoor Educ(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)

Yes

### **Areas of good practice/commendation**

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

The assessment tasks help to build a variety of skills including presentations, essay writing, planning, teaching and reflection reports, and extended research projects. The modules viewed clearly require students to engage in thinking critically about Physical Education Practice. The challenge remains for the course team to continue to support focused reflection by students across all modules. There is clear evidence where particular modules support students to take radical critical positions on practice and to juggle complex theory. In these cases, focused assessment tasks support students to produce high quality work. Where marking rubrics have been used it is clear where marks have been gained and lost. When combined with focused comments from the marker this supports the student to identify areas of their development to improve upon. Where marking rubrics have not been used some markers do provide specific feedback to identify why higher grades were not awarded and/or how to achieve higher grades. This practice is not universal but is in evidence across most modules. Despite lock-down imposed by the COVID-19 virus module teams have responded to ensure assessments cover the assessment of learning outcomes, are fair and comparable to those originally intended. From a cursory look at each module mark sheet, it does not appear that the lock-down has had an adverse impact on the number of non-submissions from students. This should be seen as a positive indicator of the engagement from students in their studies which will be a function of good working relationships with staff. It is clear also that staff have had to respond promptly to changing deadlines and working environments. They deserve credit for rising to the challenge and succeeding in guiding students through a difficult time for all concerned.

### **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*
<p>"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.</p>			

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 module board was completed via an online meeting forum - unfortunately due to technical issues I was unable to join the meeting. Hence my responses to the questions about the board. I am on annual leave when the progression board is due to be held. I had a long conversation with the course leader about the board and the issues raised. Please see section J below.

(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.

Whilst it is not easy to see, the effect of the lock-down on the amount of non-submissions does not seem to have made a significant impact. This is a positive position and reflects the connection between staff and students and the latter commitment to the completion of their studies. Assessment tasks remained challenging and students are clearly required to develop a number of intellectual and academic skills in which to complete them successfully. Work in some modules reflects challenging scholarship and has been rightly rewarded with high marks. The highest grade boundaries are rarely achieved by students and reflection upon the distances between 60-70 and 70 and 100 would be welcomed. 90% and above work should be attainable by students and some of the highest quality of work is not far off this level of achievement. Awarding such grades does not reflect adversely on the standards of the institution.

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

When given focused tasks in relation to their planning, practice and reflection on teaching the students develop useful positions on their current subject-knowledge and pedagogical skills. When the focus in these tasks is combined with clear marking rubrics for the complex processes students are expected to engage with, the result is the generation of quality work-based learning. Students in the lower grade ranges struggle with some of the complexity of these assessment tasks, thus the continuation of the development of the focus and clarity in expectations and exemplification of grade criteria, remains

important. When larger group presentations are included it would be positive move if the module teams reflected on the nature of the make-up of these groups beyond pairs. The opportunity for students to present on their own or in smaller groups should also be considered if a pattern of self-determination is being developed where students with matching engagement congregate. This is not a specific issue, however, with larger group presentations becoming a feature of the assessment portfolio, it is important that this area is discussed at module and course level.

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

The students are required to complete a range of different modes of assessment which develop useful employability skills.

There remains variation in the amount of feedback provided on scripts and the detail of feedback provided in the summary statement. There has been a positive move in the provision of feedback to support further development of quality in the students' work. Feedback as to why the highest grades have not been achieved is also growing in occurrence e.g. Social Psychology, Applied Human Movement, Social Science and Critical Pedagogy. This is a welcomed trend and sharing of good practice across module teams would be encouraged. In complex assessment tasks, marking rubrics have been employed which provide clarity in the allocation of marks and when combined with precise comments made by the marker create examples of good practice. Nevertheless, there are cases where marker's comments are very brief and there are very brief comments made on the scripts. Internal quality assurance should aim to ensure such examples are minimised.

The Research Methods module at Level 5 has two demanding assessments. The group presentation, whilst as first appeared to be unnecessary, it was evident that students in the mid to upper grade ranges had clearly worked as a team to manage the processes of a group approach to a research study. The sense of coherence and engagement was tangible in some presentations as conversely was the opposite in less successful groups. Hence, the comment in section (d) about group presentations. Despite the latter it was enjoyable to see students working together to produce quality responses to research problems.

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

The new course modules are being phased in and it has been interesting to observe these commence and take shape. The course has moved from one heavily influenced by teaching standards to one which now has a balance in the exploration of subject-matter within Physical Education Practice. The explicit addition of social justice positions is welcomed and encourages students to consider the historical reproduction of inequality with the subject. the continuation of opportunities to complete work-based learning remain and students benefit from engaging and reflecting upon their's and other's practice.

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

This is useful and when the EE's experience is considered in what is provided, finding work, matching grades with feedback and assessment tasks is easy. In some cases module teams need to sharpen the outward facing evidencing of the module. The EE should be able to view feedback and annotation of

scripts. In some cases this was disappointingly not available. Where verbal feedback has been provided a means for the EE to access such grading needs to be explored. The absence of such evidence limits the EE as does incoherence between samples and paperwork.

(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.)

Comments have been provided on each assessment within each module as required by the EE module report forms. The evidencing of the internal verification of marks has developed in rigour and this is a positive trend. Actions taken are being reported and where modules involve external visits and young children, this evidencing is important to demonstrate the co-ordination of quality assurance in the assessment process.

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

It is positive to see new modules reflecting the research strengths of the staff. It is clear that the students following these modules benefit from the clarity and focused use of theory to encourage the development of new insights. In a subject like Physical Education it is very positive to see social justice positions being used to support scholarship wider than the development of teaching competencies.

(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.

An issue concerning L6 Pedagogic Practice in PE - Semester 2.

When compared to the Semester 1 iteration of this module, it appears that student attainment may have been affected by the lock-down. The learning outcomes focus on the application of theory into practice. The change in direction of the assessment and subsequent preparation for this in initial lectures may have been undermined. Demonstrating pedagogical expertise through planning is very difficult using the pedagogical approaches explored by this module (relational to the group and physical environment). Not having sufficient opportunity to explore these approaches in practice with peers, staff and school pupils will have additionally limited students ability to express this understanding in planning form. If there is an opportunity to alleviate this challenges placed upon students attainment, through, for example, an uplift in grades across the module this would be considered an appropriate and measured response.

(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