

Carnegie School Of Sport

Undergraduate

- BAHPE Physical Education(UG)
- 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:

I believe the "real world learning" aspect of assessment strategies in applied subjects is excellent. Particularly the use of funding applications used in the sector and the use of professional standards from the sector as benchmarks in reflective work.

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 board meets I attended was held online. This is not a straightforward process but the board chair, the school administrators and the academic staff were extremely well prepared and made the process work in circumstances which were challenging.

(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 work submitted by students which I have reviewed is of a high standard. It reflects understanding of the underpinning theories associated with the modules of study and a lived experience of engaging in the practices related to applied-theory modules. It is favorably comparable with work I have seen from other higher education institutions and programmes.

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

The work of students shows appropriately deep knowledge of the literature associated with these modules and the related domains of professional practice. I continue to be impressed with the generally high level of academic writing skills demonstrated by the students. The modules which involve engagement in practical activities with school groups showed good examples of reflective processes and the acknowledgment by students of their growing and developing practice. Some aspects of module delivery were affected by the Coronavirus pandemic and while all modules were completed, some elements of professional development (practical experiences at schools or outdoors) were limited.

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

This is the fourth year in which I have examined assessment materials from the School of Sport. I continue to be impressed with the organisation of the assessment process. The design of assessments is creative using "Real World" models and formats which would be faced by graduates in the workplace. More conventional, theory-based essays and dissertations are well structured with sufficient guidance to learners to ensure they know exactly what is required of them. Some assessment titles/formats have not changed since I began my tenure as an EE. While sometimes this is perfectly appropriate, it may be worth reviewing some essay titles to explore other areas of the curriculum within a module or to reflect evolution within the sector or emerging literature.

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

The performance of the students and the grades achieved would suggest that the programme of study and the methods of learner support applied by the academic staff are extremely appropriate to this area of study. The curriculum in these modules reflects a deep understanding of the sector and the knowledge, skills and competence required to work in this area. The balance of theory and practical application supports the students in their acquisition of the multifaceted competence required for work in the area of physical education teaching and teaching outdoor education.

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

The VLE at Leeds Beckett appears to be used very effectively in the assessment of these modules. The submission of assessment materials through the VLE and the use of VLE based rubrics, scoring sheets and free-text feedback comments by lecturers is very good. However, while all student submissions receive section by section grades and feedback, I think the structure of feedback could be streamlined so that there is consistency from module to module in the feedback system for VLE submitted assessments. I don't say these from the perspective of convenience for an EE, but for the benefits it may offer to students where the feedback they receive from each subject is presented in a similarly structured manner. I believe this would mean they would be better placed to learn from their assessments across modules as well as within modules. I cannot comment on the use of the VLE for teaching as this is not visible to me as an external examiner.

(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 believe the module content is consistent with the level of the awards on the RQF. The assessment of modules is well constructed to indicate achievement of the the learning outcomes across the modules. The learner workload associated with the assessments is generally appropriate. Some more specific guidance is recommended in assessments where appendices are used to support the submission. There were significant differences in the size of student submissions in some assessments where the stipulated word-count was met in the main text, but where appendices were used to double the size of the submissions. clearer guidelines on the use of appendices and their role in grading would be helpful. Some group-based assessments have variations in the number of students submitting jointly assessed work. It is unclear how the individual contributions to a submission is assessed if there are two, three or four individuals submitting the work. Some review of this practice and perhaps the option of a component grade as a peer grade may give better clarity to the work of individuals in group presentations and submissions.

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

The expanded professional practice of the academic staff to support the students through emergency remote teaching was very noteworthy in this academic year. The achievement of students in the face of a lockdown and the suspension of campus-based learning is a testament to their dedication to their studies and the huge efforts by academic staff to support them with appropriate resources online. The fact that achievement and progression rates for this academic year are comparable to previous years in the face of

these unprecedented circumstances is a testament to the substantial work of academic staff in the school of sport.

(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.

My main comment in this regard was how well the administration of the university acknowledged the challenges of the disturbed teaching year and how this was accommodated in a structured and fair manner through adapted examination protocols. This was systematic and supported our examination board meeting in deciding how to manage the progression of students whose work was affected by the pandemic.

(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