

Carnegie School Of Sport

Undergraduate

- BASPM Sport Marketing (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:

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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

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If your answer is 'no', please provide a brief statement (bullet points) of the respect(s) in which they fall short:

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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:

Students are provided with a range of assessment types across their programme. Several are excellent, applied assessment tasks that challenge the students to engage fully with their subject. There were some examples of excellent student work providing evidence of the hard work and professionalism of academic staff, and the response by the students to the challenge presented to them. All this occurred during a very difficult time where significant TLA adjustment took place - very well done to all.

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 I attended in July was conducted in a very professional and appropriate manner. I had no concerns with equity, integrity and consistency of operation and conduct, in fact I was extremely impressed by the diligent application of the revised criteria applied at module level.

(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.

I am 100% happy that the quality of the performance of students is in-line with that on comparable programmes of study at similar institutions.

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

The students have a very good grasp of the conceptual foundations of their subject and can apply these principles well to a variety of situations. The applied nature of many assessment tasks requires the use of a range of skills that indicate a broader knowledge than that required purely for academic purposes. This is an excellent component of the academic programme and an indication of good practice. Leeds Beckett students also appear to develop a high level of independence of thought and responsibility for their own learning that is not always evident in students on comparable courses at other UK institutions.

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

The spread of assessments is wholly suitable with a variety of assessment methods used. Assessment method, loading and levelness are appropriate and comparable with other institutions. There is a very rigorous internal assessment moderation process in place.

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

Student performance indicates all components of the programme are in good health. The curriculum provides lots of opportunities for students to develop their knowledge and skills appropriate for the sports business/marketing sector of the sports industry. Student outputs indicate some very good teaching and learning practices and the opportunity for students to engage with 'live'/simulated projects is excellent. Clearly, adjustments made by the staff team to support students in the second semester maintained the quality and integrity of the academic programme and student experience.

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

I have not had open access to MyBeckett, but it is my feeling that MyBeckett is used to good advantage in the teaching, learning and assessment process.

(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 individual module comments during the external examining process. Module content, module consistency and module assessment all achieve module and course learning outcomes. The marking process is robust and comprehensive and there are examples of good practice in marking and moderation on this programme. Feedback, both on-script and off-script (for example for an oral presentation), provides good evidence to justify the marks awarded in-line with the rubric supplied to students.

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

I have not witnessed student/staff engagement in teaching this academic year, although I attended a staff/student development day in November 2018 where very sincere discussions took place to hear the student 'voice' for every module on the programme. Clearly, student/staff engagement appears robust judging by the interactions required to perform some of the assessment tasks. It might be reasonable for External Examiners to view module evaluation comments from staff and students to provide a deeper appreciation of the student 'voice' and the teaching team response to it.

I have not witnessed broader scholarship, research or professional practices.

(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.

None at this moment.

(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

