

Carnegie School Of Sport

Undergraduate

- BHSSI Sports Studies (Ipos)(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:

- The 40 credits dissertation module and the 20 credits Professionalism and Research module require a great deal of independent thought by the students but the modules appear well-considered in terms of taught content and design to facilitate students in producing critical reflective and vocationally related assessments. Assuming dialogue takes place for PR module prior to embarking on the topic.
- Contextualisation of research methods and career planning can be a challenging task within curricular but the P&R module is potentially achieving this well for those students engaging with the curriculum. This no doubt helps precede the dissertation data collection process that would normally take place from the start of Sem 2.
- Previous EE reports asked whether the research methods content could be earlier in the calendar to better serve this purpose and it would be interesting for the course team to reflect on how that has worked this year. This has clearly been actioned this year according to the schedule of sessions.
- I look forward to seeing the work students will produce next academic year.

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.

X

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 on 8th July was conducted professionally by the Chair and all staff present. The documentation was clear and in order and staff were clear in confirming module marks, explaining any anomalies or low and high attainment of student cohorts. Staff were also responsive to external examiner feedback within the meeting. The same applies to the Exam Board on 14th July, whereby staff present also confirmed progression status and awards in addition to resolving any emerging queries with professionalism and equity. I would like to make a special mention to the Chair and all staff present in the panel and board in relation to how they discussed each case in relation to the COVID-19 situation. Each case was considered extremely thoroughly with a balance of equity, with a student-centred approach and with rigour. EEs were included in all discussions and it was a pleasure to be party to those discussions as well as being happy with all outcomes agreed.

(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.

- Interesting and suitably challenging work set for the students.
- A range of work has been produced by the cohort and within the sample provided and there is evidence of good quality work at the top end.
- I am happy as EE that the standard of assessed work is comparable to that on similar programmes elsewhere and that all processes have been fairly conducted.

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

- Some good examples of work at the top end whereby students have fulfilled the set assessment task. Good critical interaction with academic literature from those students.
- Based on the relative variety of cohorts entering the programme at L6 at Leeds Beckett, the high achievement is testament to the course team and students themselves. The course obviously addresses gaps on entry as they leave with graduate level academic skills.

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

- Statistical data and marksheets are all in order and it is clear to see the marks awarded for the cohort
- Module Handbook supplied and thorough. 'Ethics' does feature as a session in the module this year which has been actioned since last year.
- Good to see differentiation between the criteria for the types of projects students undertake.
- The feedback provided to students is comprehensive across the board and marks are awarded in line with published criteria.

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

- The 40 credits dissertation module and the 20 credits Professionalism and Research module require a great deal of independent thought by the students but the modules appear well-considered in terms of taught content and design to facilitate students in producing critical reflective and vocationally related assessments. Assuming dialogue takes place for PR module prior to embarking on the topic.
- Contextualisation of research methods and career planning can be a challenging task within curricular but the P&R module is potentially achieving this well for those students engaging with the curriculum. This no doubt helps precede the dissertation data collection process that would normally take place from the start of Sem 2.
- Previous EE reports asked whether the research methods content could be earlier in the calendar to better serve this purpose and it would be interesting for the course team to reflect on how that has worked this year. This has clearly been actioned this year according to the schedule of sessions.
- I look forward to seeing the work students will produce next academic year.

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

- The use of VLE for EE duties was straightforward and all documents were clearly labelled and accessible.

(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.)

- Module specific feedback has been provided on the relevant forms and the comments in section c) are also applicable here.

practice.

- Good practice to see that students for the dissertation module are supervised individually by tutors aligned with their chosen research topic. Whilst this can be logistically challenging for the module team it demonstrates student-centeredness in ensuring expertise is provided where possible. The combination of expertise for first markers and moderators no doubt proves helpful in sharing of good practice across the subject group 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.

(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).