

## Carnegie School Of Sport

### Undergraduate

- BPAEH Phys Activity Exercise & Hlth(UG)
- MSPAH Physical Activity & Health(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

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."	<b>X</b>	

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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**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 team continue to provide a supported student experience, modules have embedded employability which contributes to the overall assessment profile and feedback is universal detailed and directly related to assessment criteria

**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.

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(a) The operation and conduct of the Progression and Award Board (and/or Module Board meeting you may also have attended).

I attended the department module board during which summary data were presented on modules from across the school. Appropriate consideration was given to each module in line with University regulations and taking into account the impact of COVID-19. The chair should be commended for the way in which the board was conducted.

(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.

Student performance is comparable with that of students at other institutes in the UK on similar programmes

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

similar patterns are seen across modules with weaker students demonstrating poor writing ability and an inability to critically evaluate the literature and use previous research to develop and establish rational and justification. stronger students produce work which is comparable to students in other universities. Topics covered during the dissertation module (which was affected by COVID-19) demonstrate students study a broad range of topics and are able to apply a range of research designs

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

Assessment is varied and clearly linked to module and programme learning outcomes, moderation is appropriate and recorded.

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

Student performance would indicate that the programme has an appropriate level of resource, there have been a number of staffing changes and I would encourage LBU to monitor staff workloads carefully to safeguard standards and staff wellbeing

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

My Beckett is used across all module I view, a point raised at the module board is that i would like LBU to consider giving extreme examiners access to the modules rather than importing material into a dedicated external examiners space. this would allow me and the r examiners to see the module as the student sees it, there would be numerous other advantages to this approach

(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.)

Samples of work for all module are made available and i have had the opportunity to comment on assessment loads, marks, moderation and feedback to the students. Assessment load and feedback is appropriate and consistent across modules.

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

It is evident that staff engage in continued professional development and several of the modules have a very clear professional practice focus.

(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.

no additional comments

(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).

NA