

Carnegie School Of Sport

Undergraduate

- BSEXN Sport and Exercise Nutrition(UG)
- SPEXS Sport and Exercise Science(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

The assessments and profiles I viewed as an external examiner were comparable to standards at my own and other institutions. I feel that the support given by the University would allow students to achieve standards beyond the threshold level.

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)

N/A

Areas of good practice/commendation

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

I felt that the moderation process was clear and in addition went above and beyond in some cases. I also felt that the interview assessment on the module Employability in SPEXS (161125) was very innovative and helps to prepare students for future employment.

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.

also have attended).

The operation and conduct of the Progression and Award Board and Module Board meeting I attended was very clear, concise, and welcoming. I would commend all team members in attendance, specifically the chair, for making various processes clear at this present time considering the situation and considerations that have been applied due to COVID-19. It will have been a challenging year, but the team have been able to deal with the current situation very well.

(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 overall performance of students was comparable to levels of work in other institutions, with similar assessments being undertaken and range of grades achieved. It was a pleasure to read the variety of work submitted and I found across all levels that this matched to the various institutions I have worked at.

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

Students general knowledge and conceptual grasp was strong in the assessments I reviewed. Some of the presentation skills could have been improved regarding the recordings provided for the presentation assessments, however this skill can be developed over time. Students were able to apply methods and techniques they had learnt within the programme, such as research skills and apply them to their own research topic areas.

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

I felt that the structure of all the assessments was clear and concise. The design of the assessments was well thought out and applicable to the subject area. In addition, marking and justification of grades given was excellent and moderation process clear. I feel that students had all the necessary information to guide them through the assessments based on the information that was provided.

(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 in the assessments indicated that the curriculum, teaching and

resourcing of the programme of study covered all necessary areas and a breadth of content which was appropriate.

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

The VLE was easy to navigate. I could not always access all of the module content due to permissions but was quickly assisted by helpful administration staff to assist with this.

(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.)

The module content and consistency of the assessment across the course were equally weighted in terms of assessment type. I felt the variety of assessment was excellent in achieving the learning outcomes.

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

I felt that students and staff engagement was positive and that research areas that I reviewed regarding the dissertation module were very relevant to the subject area. Many of the topics and assessments also applied to professional practice and therefore I felt this was relevant to preparation for future employability.

(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.

I do not have any concerns. I would commend the team for communicating and dealing with many changes due to the current climate of COVID-19.

(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

