

Carnegie School Of Sport

Undergraduate

- BSSCS Sports Coaching Standard Route(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:

In line with my comments from previous years, I would like to emphasise that it is wonderful to see a degree programme that explicitly focuses on sports coaching. The programme is lead very well and there appears to be a very strong delivery team in place which prioritises student experience. The new modules have been successfully delivered now at L4 and L5, and I look forward to seeing the L6 work next year from the first cohort through the transformed curricula. The internal moderation processes undertaken by the team are exceptional. The teaching team should be commended on their ability to flex and adapt in relation to the extraordinary events of semester 2.

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).

There were no issues or concerns with the operation and conduct of the Progression and Award Board. The Board of Examiners I attended [via Teams] (15 July 2020) was conducted in a professional and robust manner. I approved with the student centred approach adopted in the decision making.

(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 was satisfied with the quality of work and the overall performance of the students relative to the standards of work in other institutions.

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

It is clear that the course is devised on sound academic standards. There is no question that the course provides the platform for students to excel in terms of knowledge and the practical application of skills. The students benefit from an excellent staff team that ensures authentic experiences and assessment tasks. These experiences and assessment tasks are demanding on staff time. Additionally, the students benefit from multiple points of feedback (formative and summative) and reflect on this in their assessment submissions. Those students which engage with these opportunities excel...are the team able to capture those not engaging at an earlier point in time in order to intervene?

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

As with the last academic year, I was satisfied with the quality of the structure and marking of the coursework and other modes of assessment (practical/presentations etc.). Marking criteria were clearly identified and appeared to have been applied. The internal moderation processes (and standardisation of marking) is excellent.

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

The teaching team are delivering a very strong, applied curriculum. The revised curriculum is now in place

at L4 and L5. The amount of feedback (summative and formative) for a large group of students must be very resource intensive, but emphasises the student centred approach of the course.

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

N/A

(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.)

There were no issues with the module content, consistency of modules or module assessment across the course. The teaching team appear to be extremely diligent in ensuring the highest quality programme of study to the students. Module reports were provided to the teaching team on all modules examined.

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

To report on this, I will need to explore this in more detail.

(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.

There are no issues identified with the academic regulatory framework.

(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