

## Form 'External Examiners - Carnegie School Of Sport' for External Examiners - Carnegie School Of Sport

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Page 1 of 9



**LEEDS  
BECKETT  
UNIVERSITY**

Introduction

### Carnegie School Of Sport

#### Undergraduate

- BSPER Science of Sport Performance(UG)
- BSSPF Sci of Sport Performance (FY)(UG)

External Examiner ID

Name Of External Examiner:

First Name

Last Name

Collaborative Institution:

Date of Main Progression and Award Board Attended:

## Introduction

External Examiners are required by the terms of their appointment to submit an annual report. The report will be considered in depth during course annual monitoring activity. A record of the University's responses to examiners' reports also forms part of the documentation for this activity. It is also used in compiling our annual report on external examining.

**Your report will be widely circulated and shared with Students** and therefore we ask you not to refer to anyone by name or in a way that allows identification of an individual.

Please complete all sections of the report unless they are not relevant (such as you do not examine Collaborative or Degree Apprenticeship Provision). This report must be **submitted within 28 days of the main Progression and Award Board** and failure to submit within the required timescale may result in termination of your tenure as an external examiner without good reason.

**NO EXAMINING FEES WILL BE PAID IF YOU FAIL TO SUBMIT YOUR ANNUAL REPORT.**

Page 1 of 9

Page 2 of 9

## Section A

### External Examiner's Report Summary

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](#) applicable Subject Benchmark Statements / Qualification Characteristic Statements and [Leeds Beckett University regulations](#)

If any boxes are ticked "No" the Dean of School or nominee will be alerted and will oversee the response from the Course Director.

[\[HK1\]](#) Added Reference to correct section of Regulations in here.

### Standards set

A1) "Threshold academic standards set for the modules/courses meet the applicable national academic standards." (required)

See 14.3.6a of regulations

### Student achievement

A2) "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." (required)

14.3.6b of regulations

A2b) Please provide any further comment on the comparability of any associated collaborative provision:

### Conduct of processes

A3) "Processes for assessment and the determination of awards are reliable, rigorous and conducted in line with the regulations at all times." (required)

see 14.3.6c of regulations

### Professional Body Requirements

A4) Do the learning outcomes and assessment of the courses allow successful students to meet the Professional Statutory and Regulatory Bodies criteria at the appropriate level'. (required)

see 14.3.6a of regulations

## Actions from last year's report

A5) In respect of your feedback, has any required action from last year's report been satisfactorily responded to? (required)

Yes

## Issues/point for clarity during the year

A6) Did you raise any issues/point for clarity throughout the year? (required)

No

## Areas of good practice/commendation

A7) Please outline any particular strengths or distinctive or innovative features you have observed in relation to learning, teaching and assessment:

Applied / real-world tasks notably on performance analysis and employability modules. Wide range of assessment types implemented between modules, and transparency of grading and rigorous adherence to moderation and quality assurance processes. I like the fact that a lot of students are opting to perform a meta analysis or scoping review for their final year project. Given the nature of the programme I imagine most will want to work in applied sport, and this option gives them the opportunity to learn to evaluate literature and make informed, evidence-based decisions and bridge the gap between theory and practice

Page 2 of 9

Page 3 of 9

## Section B

### Academic Standards

Please advise on the Academic Standards for the Programme:

B1) Do the Courses and its modules continue to be coherent and generally up-to-date and at an appropriate level to enable students to meet the relevant aims and learning outcomes? (required)

Yes

B2) What do you believe were the strengths and weaknesses of the students in general with respect to knowledge, conceptual grasp or application of skills? (required)

There is a wide range of levels of competency between students. There are some outstanding examples of written work which show innovation, creativity and originality of thought. I also saw some good presentation and verbal communication skills (to an academic audience) where videos of presentations and vivas were shared. The main areas for improvement remain data visualisation and athlete / coach communication

B3) Are the marking/grading criteria or marking schemes set at the appropriate level of study and have they been consistently applied including internal moderation processes? (required)

Yes

B4) Did students receive adequate and helpful feedback to inform their future learning? (required)

Yes

B5) In your view please indicate how well you feel the course prepares students for progression to managerial or professional employment or further study? (required)

0= not at all, 10= fully

8

B6) Please provide any further comments to indicate how the course could better prepare students for progression to managerial or professional employment or further study (if applicable)

Working in sport I tend to find that I accumulate a lot of data, and then spend a lot of time analysing and interpreting that data, and trying to get it into a suitable format to share with athletes, coaches, etc. Developing some competence in the use of data management and analysis software (e.g. R Studio, Power BI etc) and data visualisation methods has helped with this and I think if students can develop these skills throughout their undergraduate degree they will be well placed to present their ideas to athletes and members of the support team. The second benefit of this has been that because it reduces the amount of time I spend actually analysing the data (through automation) I actually have more time available to speak with athletes on the gym floor and build stronger coach athlete relationships. I understand that this isn't something that can be implemented overnight, but as the course continues to develop it might be something to consider working towards.

One thing I haven't seen too much of through my role is evidence of experiential learning, specifically placements and shadowing etc. I'm sure this

goes on, but I'd be keen to find out a bit more about what this looks in practice. In addition to the benefits of applying theory to practice, there are other benefits to this such as networking.

I really like the employability module and think that the job application and mock interview is an excellent idea. I think the gold standard here would be to engage with industry and invite employers in to sit on the mock interview panels and contribute to the feedback. I understand this is perhaps easier said than done but it is something I've done in the past and worked well. A second comment on the employability module is that the semester one assessment could encourage students to engage more with the literature (both professional and academic, and both formal and informal) and think more broadly about different types of CPD and their unique contribution to skills and competencies. Nick Grantham's 'You're Hired' has some great material to guide students in this regard (n.b. meeting arranged with the module delivery team to discuss some of these ideas further)

B7) Have you had the opportunity to comment on or contribute to a review of the course including any proposed modifications or enhancements to provision? (required)

Yes

B8) If you have answered no to any of the above or would like to add any further points of clarity, please expand in the box below:

Page 3 of 9

Page 4 of 9

## Section C

### Assessment

Please advise on the Assessment Process for the Programme:

C1) The internal assessment / examination procedures are comparable with similar awards in the UK. (required)

Yes

C2) Procedures for the Exam Boards were fairly and rigorously conducted (including procedures governing extenuating circumstances, academic misconduct and borderline performance), and in accordance with the University's Academic Regulations. (required)

Yes

C3) The design and structure of the assessment methods used were appropriate; there was comparability within and across modules/awards in terms of level and their effectiveness in measuring the overall learning outcomes. (required)

Yes

C4) There was sufficient rigour in the achievement of learning outcomes in professional placements / work-based learning / work experience (where relevant).

Yes

C5) The moderation process is rigorous and there is consistency in marking standards. (required)

Yes

C6) The range of exam papers / assignments provided for sampling purposes and their appropriateness in terms of subject / level / learning outcomes were appropriate. (required)

Yes

C7) If You have answered no to any of the above or would like to add any further points of clarity, please expand in the box below:

Page 4 of 9

Page 5 of 9

## Section D

### Organisation and Arrangements

Please advise on the organisation and arrangements for you undertaking this role:

D1) I was new in post this academic year. (required)

D2) The University has helped me to undertake my role effectively. (required)

D3) I am satisfied with the range of external examiner activities undertaken and with my involvement in assessment procedures at module level. (required)

D4) I am satisfied with the appropriateness and timing of information, of draft examination papers for approval and student work for moderation. (required)

D5) I am satisfied with the on-line induction training designed to familiarise External Examiners with the University's Regulations/Procedures concerning assessment.

*Newly appointed External Examiners only*

D6) I am satisfied with the level of support received from my mentor.

*External Examiners new to the role only*

D7) I am satisfied with the programme-level induction provided by the Course Director to familiarise me with the programme itself. (required)

D8) Are there any general or specific comments on the development and support offered by the University, especially improvements you would like to see:

D9) If You have answered no to any of the above or would like to add any further points of clarity, please expand in the box below:

Page 5 of 9

Page 6 of 9

## Section E

### Collaborative Provision

Please indicate if you have been satisfied with the following:

E) Do you examine collaborative provision?

Page 6 of 9

Page 7 of 9

## Section F

### Degree Apprenticeships

F1) Were you involved in the examination of Apprenticeship Provision?

Open comments

Page 7 of 9

Page 8 of 9

## Section G

### End Point Assessment

G1) I have seen evidence that Apprentices have the opportunity to practice the assessment methods that will be used at End Point Assessment before undertaking the End Point Assessment.

G2) If you examine integrated apprenticeship provision, please provide specific comments on the suitability and content of End Point Assessment:

G3) If you have answered no to any of the above or would like to add any further points of clarity, please expand in the box below:

Where applicable, a copy of your report will be shared with the Chief External Examiner who is appointed to provide oversight of related modules and/or courses.

Page 8 of 9

Page 9 of 9

## Final Comments

Are there any other final comments you would like to make in relation to your role as External Examiner?

Many thanks to Joe Marsh who's communication has been great throughout the year. Also thanks to the course team as all samples and moderation forms have been easily accessible and well organised, which has made the job of external examining very straightforward this year. Overall this looks an excellent programme and students are well supported and offered excellent opportunities.

## End of Tenure Report

If you are at the end of your tenure as External Examiner, please provide an overview of the development of the programme during your term of office. This overview will be of value to the University, the programme team and to the incoming External Examiner.

Please include commentary regarding academic standards and student achievement across cohorts during the examiner's period of appointment:

*This Section is only to be completed by external examiners at the end of their tenure.*

Email Address (required)

Date (required)

Page 9 of 9