

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

Submitted By	
Began	22 Nov 2023, 3:01 pm
Finished	22 Nov 2023, 3:29 pm
Updated	22 Nov 2023, 3:29 pm
Status	<p>Default</p> <p>Last Status Change: 22 Nov 2023, 3:29 pm by Ed Cope</p> <p>↻ Status change history</p>
Actions	<p>Edit submission</p> <p>Print submission</p> <p>Delete submission</p>

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**LEEDS
BECKETT
UNIVERSITY**

Introduction

Carnegie School Of Sport Postgraduate

- MCOVD Coach Development(TP)
- MSCSC Sport Coaching (1YFT/2YPT)(TP)
- PCDFa Coach Development(TP)
- PCDVC Coach Development (1Y PT)(TP)
- PCDVD Coach Development(TP)
- PGCSC Sport Coaching (2YR)(TP)
- PGDSC Sport Coaching(TP)

External Examiner ID

Name Of External Examiner:

First Name

Last Name

Collaborative Institution:

Date of Main Progression and Award Board Attended:

21 Nov 2023

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.

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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

Yes

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

Yes

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

Yes

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

Yes

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:

The range of assessment activities on the MSc in Sport Coaching, allowed students the opportunity to immerse themselves within and tackle a number of contemporary ideas and concepts within sport coaching. I feel as though the smaller cohort numbers enable this, which presents a dilemma if numbers were to grow substantially. I feel as though the high levels of support students are provided is partly due to the lower numbers. The assessments across all of the modules connected strongly with the realities of real-world coaching practice, and so had high levels of relevance and subscribed to the intended assessment for learning approach. One idea I would ask staff to consider here is how there can be a move towards the examination of sport coaches practices and underlying assumptions about practice, rather than most assessments needing to be reflective assignment of some description.

The MSc in Coach Development should be applauded for its commitment to an assessment as learning approach, which consistently runs through the programme. This is not an easy thing to do, when working within the constraints HE sometimes poses, so I respect the4 course staff for implementing this. It most certainly does not follow the course of least resistance. I think there is a lot to be learned from students at this level of study being fully engaged in assessment as learning. It was clear to see the value this held for students from the high quality work produced from the entire cohort. It seemed the full integration of assessment as a core learning activity in itself contributed significantly the grades students achieved.

I particularly liked the opportunities for students to support each other's learning, as a critical learning design principle. It seemed as though it was an incredibly transformative learning process for students and offers a framework, which could and should be adopted for programmes of this nature across other parts of the University. I see a challenge at the University level for how systems and processes keep pace with such an approach to curriculum design and development, but this should not be a concern for this course, but rather a point of consideration for the University to ensure such barriers to innovative and meaningful pedagogy are removed.

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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)

It seemed as though students, generally, had a good grasp of the research literature, and theoretical ideas and concepts discussed on the modules. I would say that the students ability to connect these ideas to their own practices was at times missing. This is challenging, as students studying at this level do not always have the experiences to relate to. This will continue to present a challenge for the course team, and perhaps the consideration for a placement running alongside the degree might help in instances where students practical knowledge and experience is low.

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)

The course does an excellent job of asking students to explore the messy realities of sport coaching practice. I feel as though a module of a more sociological nature could help elevate students understanding further of the cultural and political issues sport coaches/coach developers have to navigate within their own respective organisations. Case study research through a sociological lens might help here.

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)

N/A

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:

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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:

I want to thank both course teams for making it so easy to access the range of assessment material. I was fortunate enough to view all assessment types, and especially enjoyed viewing a sample of presentation assessments, which are multiple across the programme. I felt as though the longer format presentation assessments allowed students space to express in detail, the focus of the assessment. Often time is limited, but I saw much benefit in the longer formats being available. All assessments took the stance of allowing coaches/coach developers to explore their own practices. At times, I felt there were opportunities for students to link to wider academic literature, and perhaps could be encouraged to do in future. However, and without wishing to be paradoxical, I appreciate academic literature is used to support and inform thinking, rather than the other way around.

The consistency of the assessment processes were clear. Feedback between and within modules was consistent, which is not easy to achieve when teaching teams are varied.

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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:

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Section E

Collaborative Provision

Please indicate if you have been satisfied with the following:

E) Do you examine collaborative provision?

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Section F

Degree Apprenticeships

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

No

Open comments

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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.

N/A

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.

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Final Comments

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

I consider both the MSc in Sport Coaching and MSc in Coach Development to be in very healthy positions, and offer a lot of practices that should be considered within the broader University landscape. This is a real testament to staff and their hard work in putting contemporary and relevant programmes of study together. My engagement with the programmes was a form of professional development, which again shows how informed I felt. I would be happy to pick up with the course leads any of the comments made to develop these excellent programmes further.

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)

15 Nov 2023

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