

Carnegie School Of Sport

Postgraduate

- MSCSC Sport Coaching (3Y)(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:

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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

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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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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)

No

Areas of good practice/commendation

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

The team have worked hard during the last academic year to support the students. Supporting the students is challenging at all levels during the national COVID pandemic. However, in specialist domains where there is a high level of 'face to face' contact required, additional challenges are placed on students and staff. Even with these challenges some exceptional student work has been produced. Examples would include the Coach Education module – Personalised Learning & Mentoring enabled students to receive feedback verbally with the presentation, directly informing learning. This was supported with written feedback to the student in the form of a rubric for clarity, enabling the student to clearly see where they had excelled but also where there was room for growth. This was also supported with personalised written feedback. Given the cohort size the dedication of the team to do this is impressive and perhaps manageable with the current cohort numbers. The programme is also extremely well designed and is strongly related to industry. There is a strong drive to develop students as practitioners, not just as academics. This is reflected in the project's submission and module assessments.

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. | X | | |

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).

Engagement with the team and academic registry has been very professional and I have been kept updated during the COVID pandemic and how the impact on student learning has been managed.

(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.)

My only comment would be to encourage the team to further explore, capturing the students voice within the learning journey. It is essential with maintaining the quality of the programme and evolving the modules. In addition, I would also encourage the team to capture how module leaders review their module. This later point would also link to the integration of feedback from student's evaluations

(c) The overall performance of the students, in relation to that of comparable levels of work in other institutions.

The grades indicated a good range of marks for all the modules. Within some of the modules the work of the students is of an excellent standard. This is comparable with work I have seen at other institutions.

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

The assignment indicated that some of the students are able to engage effectively in the cyclic link from theory to practice. Such work demonstrates that students can contextualise theoretical concepts in context of their own practice and the performance setting, and vice versa. As within any cohort some students struggle with the challenge of application and more reading is required to understand the theoretical components. More attention is required to the formatting of assignments, with this I specifically make reference to figures being titled and labelled and not just inserted, enabling the text to direct the reader to specific tables/graphs/figures.

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

There is a good standard of structure, organisation, design and marking of all assessments, across all modules.

students in the assessment

This has been a challenging year with COVID. Most of the individuals in the team are experienced practitioners and therefore have the skills to adapt and maximise the student's learning on the programme. It is evidence that the staff work hard to support the student journey and understand not only the academic challenges but also the extended settings in which the student's function. I am happy with the performance of the students through reviewing the work. The curriculum, teaching and resourcing of the programme clearly facilitates a positive learning environment.

(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.)

The programme was innovatively designed for coaches/practitioners working in the applied setting. Programme level learning outcomes are used and adapted throughout the modules. I have provided more detailed feedback, module by module, on the EE feedback forms.

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

This is my second year performing the role of External Examiner. I would like to thank the team, especially Dr Bob Muir for providing me with all the information I requested. It is evident from the quality of the work that the programme is being delivered to a high standard with some exceptional pieces of work being the demonstrable evidence of this. I particularly make reference to one Project which was exceptional in context of professional application, and indicates the hard work of the team and the impact of the course in developing its future generation of practitioners.

It is evident that the strong research and externality of the team is a key driver in providing the students with a unique learning experience. Students have opportunities to develop networks and gain some excellent applied experience. The assignment work is innovative and relates well to industry. The modules cover a range of relevant and interesting content and are very applied. It was pleasing to read some of the work from the students, and see how they are informing personal professional practice with theory and vice versa.

The module guides contain the relevant information but there is a slight variation in consistency with some modules. My comment here relates to the supporting material provided for the students. Some modules have clearly identified reading relating to specific weeks for contact delivery, while other modules just outline a link to 'MyBeckett'. If the online platform is preloaded with material which students can access prior to the module (should they want to) or to read ahead on future weeks, I do not see this being an issue. However, if the modules are only populated in 'real time' and released online on the week of the lecture, some students may lack the opportunity to support their learning using this additional material.

It was welcoming to see some module reflections from the module tutor. This was evidenced in two modules, the Applied Coaching Project and the Coaching Research Process. The module tutor had captured the comments from last year and responded to them through reflection on the current academic year. Given the limited contact with the team this year (owing to COVID), capturing of this narrative enables a dialogue to be observed, where the module delivery from the staff perspective can be captured, and the EE is able to see how reflections of staff are shaping and informing the evolution of the module, and hence student learning. Although the module guides were very informative and generally of a very good standard. It would be helpful to view the module reports to gain an insight into the reflection of the tutors on the delivery and future direction of the modules. It would also be helpful to see the student feedback to capture the student experience. Only a limited number of modules included this information. I would encourage the team to explore both of these aspects moving forward, especially the capturing of the voice of the student experience.

There are a good variety of assessments, which are highly relevant to the development of effective applied practitioners working in sports coaching and development. Feedback is presented in most modules in a personalised way which helps the learner draw connections. Specifically, the Coach Education module which enables students to link matrix feedback, personal written comments and verbal comments to their own development. In addition, the design of the feedback sheet in this module enables the student to review and reflect on their performance in context of the feedback. This module also has an innovative peer review process in the form of appreciative comments, which is an example of best practice within the HE sector.

Although there is a high-quality feedback demonstrated across all modules, my only comment to the team would be to consider standardising the feedback form in some modules so the student learning is the same. Some modules (see specific module forms) presented feedback to the student in a variety of forms depending on the tutor. I have to stress the feedback is of a good standard in all cases, but my comment to the team would be to consider, that the division of comments under sub-headings, or to link with learning outcomes, this perhaps is more helpful with connecting the feedback to key sections of the assignment and supporting the student's development.

Moderation process of the work was not always clear and I would ask the team to consider this aspect. The team have implemented a moderation sheet to capture this process but not all modules illustrate how the moderation process was engaged with. Although from conversations, I am confident this process is engaged with, but it would help to see this in the documentation.

Finally, it is clear that staff are committed to developing the student experience by delivering an innovative curriculum in a manner where students gain a clear insight into the connection between both the academic theory and the vocational applied setting.

(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.

N/A

(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