

## Carnegie School Of Sport

### Postgraduate

- MSCPE Psychology Of Sport & Exercise(TP)
- PCSEP Sport & Exercise Psychology(1YR)(TP)
- PSEXP Sport & Exercise Psychology(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:

### 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)

N/A

## Areas of good practice/commendation

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

As external examiner I was very impressed with the range of assessments, and how they were very clear about applying theory to practice. This in turn will prepare students very well for future employability or applied training in the area of sport and exercise psychology.

## 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.

also have attended).

The operation and conduct of the board were well organised and kept to schedule and time. Decisions discussed regarding aspects of the current situation (Covid-19) in a very professional manner.

(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.

Overall performance of the students work I assessed was comparable to that of others at UK institutions.

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

The strengths of the students in general related to the ability to grasp theory and then apply this to the 'real world' environment. This is also aided by assessment design and application. The weaknesses, tended to be areas in which weaker students found it difficult to follow assessment guidelines, however after reviewing these I did not see anything that was unclear or that needed amending.

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

The structure, organisation design and marking of assessments that I reviewed were clear and concise and it was evident as to how work was marked and then moderated by staff members.

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

The curriculum, teaching and resourcing of the programmes reviewed were excellent. This was reflected in the performance of the students within the assessments. There were some fantastic submissions made across all the modules and programmes.

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

My Beckett was easily to navigate, however I was unable to access some of the assessment briefs,

therefore had to request this from administrators, in which they were very helpful and the problem was quickly solved.

(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.)

Consistency, content and assessment were mapped clearly to the module outcomes. I was satisfied that students were able to achieve the learning outcomes based on the modules undertaken.

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

I would firstly like to commend the staff and student engagement in relation to professional practice. This was evident, specifically in the L7 Practicum module. However throughout all of the modules, relating to professional practice was excellent. I feel that all of the modules I reviewed had appropriate research included within the module content and it was evident from assessment that students were engaged with teaching and learning activities.

(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 would commend the team again for conducting a very smooth assessment board within the current climate and making provision for students to have the opportunity to achieve the best grade possible with careful consideration by staff.

(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