

Carnegie School Of Sport

Postgraduate

- MPHYE Physical Education(TP)
- PCPHY Physical Education(TP)
- PDPHY Physical Education(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)

Yes

Areas of good practice/commendation

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

As I noted last year, there are some very interesting and innovative assessment components across the various modules, and the module handbooks for all modules are detailed and consistent. Furthermore, the feedback provided to students across all modules is consistently clear, detailed and constructive.

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.

also have attended).

I was unable to attend the boards this year. However, I received the necessary material and samples of student work at different points during the year (April, June and November) in order that I could ratify the appropriate modules beforehand. I emailed the necessary documentation, along with a summary of my comments, to the course leader, course director and administrators before the boards. I identified a small number of minor errors/inconsistencies in relation to the material I received in April. I received a response to these comments from Dr Annette Stride in May, and all my comments had been satisfactorily addressed and rectified by the programme team.

(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.

The samples of student work that I examined were of a similar standard to Level 7 work I have seen elsewhere. Differences between grade boundaries were clear, appropriate and consistent with work I have seen elsewhere.

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

The MA Physical Education programme provides students with opportunities to develop key knowledge and skills relevant to physical education and youth sport, from a sociocultural perspective. Module content and assessment components encourage and challenge students to think critically about physical education, teaching and indeed the wider world around them. The student work I examined included numerous samples that achieved very good or excellent marks; these submissions featured evidence of students engaging in such critical thinking and analysis, and demonstrated students' engagement with an array of appropriate research and theoretical literature. Submissions gaining lower marks (similar to poorer submissions I have seen elsewhere) tended to be too descriptive (lacking theoretical sophistication and criticality), and often featured issues with writing and structuring.

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

As I noted last year, all modules feature assessment components that are appropriate and relevant to the stated learning outcomes and, as highlighted above, there are some really interesting and innovative forms of assessment for students to undertake. As such, the structure, organisation and design of assessment across the programme are well thought out, consistent and robust. In terms of the samples of student work I examined, I agreed with all of the marks and feedback provided. The programme staff

should be commended for the type and amount of feedback provided to students; it is consistently clear, detailed and constructive across all modules. There was also evidence of robust and consistent moderation/second marking processes across the student work I examined.

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

While I have not witnessed any of the teaching on the programme, it is clear from the documentation and samples of student work provided to me that the MA Physical Education is an exciting, engaging, critical programme designed, taught and assessed by a team of internationally renowned academics. The curriculum focuses on vital contemporary issues in physical education and youth sport, requiring students to engage with an array of research and apply the theoretical knowledge they develop to topics and issues relevant to them and their future careers. The module handbooks are clear and detailed, and indicate that students are provided with extensive support and guidance throughout the programme.

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

I again found My Beckett easy to access and use. I have had no problems with it.

(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.)

As noted above, and similar to what I said last year, I found all assessment components to be appropriate and relevant to the stated learning outcomes. The module handbooks provide students with clear and detailed information about how they are assessed on each module. The module handbooks also show how the various assessment components are linked to the learning outcomes, as well as the marking criteria. Students should therefore understand the rationale for the assessments they undertake, as well as how their work is marked and, therefore, what is required to achieve high marks. Across all modules, the feedback provided to students is clear, detailed and constructive, and the use of marking criteria rubrics is valuable for students.

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

It is clear from the module handbooks that the programme features many examples of student/staff engagement, across lectures/seminars, tutorials, project supervision and practical experiences. All module content and assessments are underpinned by research and theory, as well as being focused on and relevant to physical education teaching and practice.

(j) The University welcomes external examiners' comments on its academic regulatory framework. Such

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.

The university's academic regulatory framework appears to be consistent with what I have seen elsewhere.

(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