

Carnegie School Of Sport

Postgraduate

- MASPb Sport Business (1YFT/2YPT)(TP)
- PGCST Sport Business(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.

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.

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:

I made reference at the BOE to the module handbooks, which are very thorough and easy to understand for the student. The section, in particular, that states the enhancements made to the module based on feedback from the student cohort of the previous year was noteworthy. The ease of access to the materials and how they are presented, in addition, make the work of an EE much easier.

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.			

(a) The operation and conduct of the Progression and Award Board (and/or Module Board meeting you may also have attended).

Very satisfactory. The Chair ensured a detailed approach was adopted in which the best interests of all students remained to the forefront of the Board's mind, especially in respect of the mitigations required as a consequence of Covid-19. Awards made were fair and balanced.

(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.

Generally a predictable spread of marks. I note the absence of a final set of marks for students sitting the MIS module, which was regrettable. I understand, ironically, that this was to afford the students more time to submit their work but the net effect of this was that a finalized set of module marks was not available for this awarding board. I understand this situation will be remedied for next year.

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

Their strengths include their ability to apply learning to a real life setting, specifically an industrial one. Conversely, there is minimal evidence of novel or fresh thinking around the emerging fields of sports business and, at L7, I would like to see this emphasized a little more.

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

I have no issue with the standard of marking and the feedback students receive. The forms of assessment are, very often, of an applied nature, which is to be encouraged. Overall I have no issues on this.

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

I did comment at the BOE that I would like to see the taught curriculum being revised and updated but then it was pointed out to me that this was the last year of the 'old' content, so to speak, and many of my comments around a fresh approach had already been addressed in the new iteration of the programme. Nevertheless, it remains opportune to ensure that the emerging fields of digital sport business or global sport management, for example, are properly embedded into the degree, not least as it is at L7. Otherwise there are good uses of different forms of student engagement e.g. workshops, and this is good to see.

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

Generally this VLE is comparatively good and evidently provides a useful support to more traditional forms of learning. For those DL modules I considered, this seems to work well also and I would conclude this is working well for both student and tutor alike.

(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.)

Inevitably some modules stand apart in terms of depth and quality. A couple of examples worthy of comment include Sports Marketing and PR and Enterprise, Entrepreneurship and Sport, which are excellent whilst others, such as Management of HR in Sport, are notable for their robust pedagogical approach. This should not imply the other modules are somehow less impressive - they are all good - but these modules are notable for the level of student engagement they provoke.

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

Tangentially for this section, if the aim (which I assume it is) is to provide a research informed curriculum, it would be helpful if the reading lists offered to the students were up to date, alongside other opportunities to enhance module content and ensure a truly international approach to their taught material.

(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.

Nothing of note in this section.

(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).

I do not have responsibility for collaborative provision and I'm not sure it necessarily applies to programmes in this School.

