

## Carnegie School Of Sport

### Postgraduate

- MSCEP Sport & Exercise Physiology(TP)
- SEMSC Sport and Exercise Science(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:

Overall, good evidence of relevant, innovative and applied awards with good levels of curriculum content, thorough assessment practises and appropriate levels of student attainment .

## 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).

Not Applicable

(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 standards of taught postgraduate student performance were comparable with similar courses in other UK institutions

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

Several students on the programmes show a high level of attainment and are clearly engaged with the subject area, module content and are achieving higher-end MSc level marks and learning outcomes. Those students who are at the lower end of the mark distribution appear relatively few, but still show some level of engagement with the module teaching and learning activities. The programmes are of an applied nature and some students demonstrate a greater knowledge, conceptual grasp and application of relevant skills within different forms of assignments. Numerous students have shown good evidence of both subject specific skills and transferable skills, such as those evidenced by academic presentations. There was some strong evidence of a range of higher order conceptual and synthesis of academic/scientific knowledge across the physiology-based modules reviewed.

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

Overall, I have seen an extensive range of different methods of assessment across the programmes. I was impressed by some of the innovative assessment methods utilised and, in some cases, the comprehensive nature of the assessments integrating conceptual and laboratory-based work. For each module reviewed, I have viewed an appropriate sample from the distribution of marks. All marks have been agreed/moderated in most cases, there were relatively few instances where the moderation process had not been transparent.

For the written coursework assignments and written examinations, there was good evidence of staff annotation of the scripts /feedback and summary comments. I can confirm I have reviewed a sample of Physiology-based Dissertations. Again, there was good evidence of staff annotation of the scripts /feedback and summary comments.

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

The curriculum is current and contemporary, and often has an applied sport and/or clinical exercise

science focus. Overall, the staff are to be complimented on their commitment to the students, the varied and comprehensive nature of the curriculum taught and assessed. I agree with previous EE reports of appropriate demonstrations of 'added value' that staff provide for the programmes, especially taught MSc programmes.

The range of projects that the students undertake is impressive, and there is evidence of sound supervision and the involvement of taught MSc students in wider PhD candidate/ Staff research projects. The taught MSc students have clearly benefitted from the experience and exposure within larger projects and this is evidenced by the quality of some of the dissertations reviewed.

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

Not Applicable

(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.)

Overall, I am very satisfied with the physiology module content, consistency of modules and module assessment across the programmes and the achievement of learning outcomes.

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

Staff teaching on the MSc programmes are experienced, highly motivated and dedicated and continue to develop innovative ways to improve the student experience and expose students to research-led teaching and learning activities. There is a wide variety of teaching and learning methods evident within the modules, in addition to a variety of standard, and some more novel assessment types. Staff are research active and this is evident in their research-informed teaching and quality of MSc student projects. In some instances, taught MSc students are given excellent access to both human and laboratory-based research activities, or complimentary data for analysis.

(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.

Previous comments on the review of the 40% pass mark applicable to postgraduate taught provision has been given consideration.

(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).

Not Applicable