

## Leeds Business School

### Undergraduate

- BAHIB International Business(UG)
- BBMIB Business Mgmt & Marketing (TU)(UG)
- BIBIB International Business (TU)(UG)

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:

The programme and curriculum design benefits student development and understanding of their career opportunities as it offers a range of different courses, engagement with which provides a good overview of the various aspects of business. Some changes which have been approved recently in terms of new courses also highlight the currency of the programme design. This practice is highly commendable and should be supported in the future.

## 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).

I was unable to attend the January Board in person and the June and July Boards took place online due to the global pandemic. However, the remote running of the Boards appear very efficient and professional. Academic support was excellent, as always.

(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 overall performance of students is comparable to that of students studying at the same level in other institutions. Students' work which I have seen demonstrates their competent engagement with the areas of study and is in line with other institutions with which I am familiar.

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

Students' performance with respect to knowledge, conceptual grasp and application of skills is generally of the expected level. Some UG dissertations focussed on very interesting topics and allowed insightful and creative explorations into the areas of students' interests. This year some questions were raised regarding students' appreciation of research philosophy in their research projects. This has been discussed with the relevant academics and a very positive response that this area will be looked into has been received.

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

The standards of assessments are in line with the expected methods and approaches of testing students' knowledge and learning. Marking calibration is always recommended at all levels and on all modules at the start of the marking process. This is a helpful practice which facilitates the alignment of marking within teaching teams (e.g. the extent and format of feedback of all members of the teaching team on the same module). It also ensures a uniformed approach to awarding grades for student performance.

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

Teaching resources are relevant and appropriate, as demonstrated by student engagement with their

learning.

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

With Covid-19, universities had to make a rapid transition to the use of online resources and facilities at a much more enhanced level than before. This practice has been adopted/further developed successfully in the programmes under consideration. There are lessons to learn, no doubt, as we move forward and adaptation of the blended approach into the normal practice might be considered.

(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.)

Module content is contemporary, relevant and topical. The range of modules feeds logically into the overall programme design, with a spectrum of learning outcomes aimed at facilitating students' understanding of the taught disciplines and developing necessary skills at their levels of study. It is important to keep up to date the contemporary aspect of the programmes, especially in International Business, to highlight the changing and complex nature of the global business environment. The changes which have been approved recently highlight the fact that academic staff and programme teams stay focussed and current, and respond to the necessary development in a proactive way.

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

Student/staff engagement is crucial for a successful progression of students through their programme of study. Personalised assessment feedback shows staff's attentive participation in students' academic development. Successful dissertation projects are also an indicator of effective collaborative work. Online working has created opportunities for staff and students to work together on designing new way of engagement. Student initiative can be instrumental here. I would suggest including such discussions in Student-Staff Liaison Committee meetings.

(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 do not have any concerns regarding academic regulatory frameworks of the University. Existing regulations appear relevant in facilitating the University's alignment with the QAA Code of Standards and are comparable to other HE institutions.

(k) Collaborative Provision: please include here any comments you wish to make on elements of

previously in this report).

As noted in my previous report, the enthusiastic approach of staff working on the collaborative provision, their energy and engagement with students are highly commendable. Their close involvement and knowledge of individual students' performance and academic situation is a sign of professionalism and competency. The standards of students' work on collaborative provision is generally very high. The consistency of such L&T approach and student performance is very encouraging to observe.