

Leeds Business School

Undergraduate

- BABAL Business and Management(UG)
- BABMB Bus Mgmt with Bus Analytics(UG)
- BABMF Business Mgmt with Finance(UG)
- BABMM Business Mgmt with Marketing(UG)
- BBMAN Business Mangmt with Analytics(UG)
- BBMGA Business & Management(UG)
- BBMRM Business and Management(UG)
- BBMRU Business and Management(UG)
- BBMSC Business & Mangt Stamford KI(UG)
- BBMSM Bus & Mangt Stamford Malacca(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:

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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

External Examiner's report summary

I can confirm that the students at the franchise operations achieve similar results to those in the home institution.

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 meeting on 5th March progression board was well organised, consistent and promptly attended by staff. The subsequent external examining work has been completed online given the situation presented by COVID 19. The notifications and variations to the regulations have been provided in a timely manner. In both sets of circumstances it is evident that the Programme Directors have impressive knowledge of their students. Full care and consideration was taken when discussing all the results and student performance and the additional mitigations relating to the impact of COVID 19. For more complex cases, the students have been given every opportunity to progress with their studies.

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 attended physically on 5th March 2020

The meeting was well organised and notification was sent to me well in advance. It was operated professionally and followed the University Regulations. The discussions regarding all students were informed by their profile data and knowledge of the Programme Directors.

I considered the student results online for Progressions for Franchise operations on 22nd July 2020
For UK operations on 23rd July 2020

I was provided with excellent support from the course administrators and other staff at the University through email and telephone where necessary.

(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 standard of students' performance is commensurate with other institutions. The policies adopted to mitigate the impact of COVID-19 are also comparable to other institutions.

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

In reviewing the overseas provisions, the ranges of marks presented reflect what I would expect in terms of range of abilities of knowledge and understanding at Levels 4 through to 7.

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

External Examiner's report summary

A range of assessment methods were incorporated in the modules and these enabled students to perform to their best ability and demonstrate what they had learned.

The extensions to coursework and the uncapping of reassessments are positive policies for enabling students to get back on track with their learning after the challenges of the pandemic.

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

The performance of the students across a broad range of programmes indicates that the curriculum, teaching and resources are appropriate.

There was some distinction between pre-COVID and post lockdown performance so I agree with the adjustments being made to accommodate this for the students.

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

Local staff have a good understanding and use of the VLE whilst it is recognised that some of those in the franchise operations have not been utilising it fully. I am happy that appropriate guidance and encouragement will be given to those staff.

For my part, I had problems with the online form as it timed out when I had almost finished and I lost all my entries. It would be useful to have an auto save feature or at least a note to advise the external examiners to continually save their work.

(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.)

There appears to be good consistency between content and assessment across the programmes with any issues highlighted, monitored and resolved as they occur.

The no detriment policy and changes to regulations due to the impact of COVID-19 appear to have been applied consistently to both franchise and UK operations.

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

The programme teams in the UK operation have shown dedication in supporting all students before and during lockdown and I am confident they will provide as much support as necessary to ensure students have every opportunity to get back on track with their learning.

(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

concerns or comments you may have here.

The University Regulations have been adhered to consistently throughout the programmes I have reviewed and are similar to other institutions in the sector. The changes to Regulations and the pursuit of a no detriment policy is comparable to the way other similar institutions have responded to the COVID-19 pandemic.

(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).

The franchise operations are professionally managed with students best interests put first and standards are consistently maintained across the programmes.