

## Leeds Business School

### Undergraduate

- BABUE Business Economics(UG)
- BEAFN Economics and Finance(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.

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

# External Examiner's report summary

	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:

<p>This is my last year as external examiner at this university. I would like to commend the team, and especially the course leader for their continuous effort to improve and adapt, by incorporating multiple perspectives, new options and for the care they apply to each individual case. I was impressed each year at the Board for the detailed knowledge the course leader had of the situation of each student.</p>
--

## 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).

# External Examiner's report summary

This has been a unique year and several changes were introduced to the regulation to address the problems related to Covid-19. I have received all the necessary information regarding these changes ahead of the Board. The information was very clear and allowed me to familiarise myself with the changes made. This year I attended the Board remotely and asynchronously. I was told beforehand when I would receive the information and was sent all of the files. I was able to ask questions for clarification. I have found the approach that Leeds Beckett University adopted in terms of changes to regulations in the face of Covid-19 in line with my institution and other institutions I am familiar with. I have found the regulations have been applied fairly and consistently, and I am satisfied with how the Board was conducted.

(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.

I have found the students' performance comparable to that of other institutions.

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

I have found some similarities with my own institution in relation to the subjects where students seem to struggle more (e.g. quantitative and accounting).

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

over the years I have only had the chance to look at dissertations and I found the questions and the marking criteria and the feedback provided excellent. I raised last year the issue of not always receiving all the information, and this year I have not received any dissertation samples.

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

I find the course structure very good and with an appropriate and interesting selection of modules. I see a continuous effort to update/adapt it and make it more pluralistic. I have, however, also flagged up in the past a concern in terms of new options introduced moving away from economics. While it is good in a Business Economics degree to provide some business modules and adapt to students' demands, there is a need to ensure that this remains an economics course.

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

NA

(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.)

NA

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

NA

(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.

As mentioned I find the changes introduced post-Covid-19 in line with those of other institutions I am familiar with.

(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).

NA