

## Leeds Business School

### Undergraduate

- BABME Business Mgmt with Enterprise(UG)
- BABML Business Management with Law(UG)
- BABMP Business Management Practice(UG)
- BUBML Business Mgmt with Leadership(UG)
- BUMPD Bus Mgt Practice - Retail (DA)(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:

- i) Clear use of innovative assessments to enhance students' learning process and achievement.
- ii) Detailed module descriptions that allow students to review and select the modules that interest them and enables them to take more responsibility in determining their own learning and career path.
- iii) The students overall academic performance and achievement is a testimony of students learning, quality of teaching and creative ways of assessing these students.
- iv) A range of initiatives available to support student engagement and learning.
- v) Various opportunities given to all students to enhance their learning and assessments.

## 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) Evidence of application and adherence to progression and awards principles to determine decisions.
- .) Clear maintenance of academic and professional standards throughout the process.
- ii) Clarity of academic decision made for each student and in line with learning pathways.

(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 students' overall level of performance and academic achievements are in line with similar institutions.

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

- i) Generally the students performed well in all modules which constitutes quality teaching and student engagement throughout the academic year.
- ii) Measures were put in place to ensure that all students were supported and not disadvantaged.
- ii) Due to Covid-19, appropriate opportunities were given to students who wished to undertake further assessments and/or accept the award profiled.
- iii) Appropriate application to theory is demonstrated throughout.
- iv) More academic support is required for students who were unable to proceed to the next level.

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

- i) Evidence from the students' academic achievement profile, provides a clear indication of a well organised structure and a variety of ways to measure students understanding.
- ii) The overall standards of the course and the effectiveness of assessment for learning are reflected in the students' performance and achievements. It is evident that a large number of student scored high marks in both the course work and other forms of assessments.
- iii) Clear mapping of modules evidenced in regard to the students learning outcomes.

## students in the assessment

- i) Overall student grading and assessment was demonstrated through the students overall performance.
- ii) Positive utilisation of resources this is evidenced in the students course work and grades.
- ii) A well designed curriculum which encourages students engagement and performance.
- iv) Inclusive assessments which allow students to demonstrate their ability to meet the learning outcomes and to perform well.

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

- i) Clear utilisation of the virtual learning by both staff and students.
- ii) Evidence of a wide range of academic sources for students to enhance their learning.
- iii) Up to date and relevant resources provided.

## (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 is appropriate module content, which includes all the relevant information to aid student learning and achievements.

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

Unable to comment on this as I have not observed any of these areas but would be happy to be made aware of such engagements.

## (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.

No major concerns. It was positive to note the academic decisions made for the students were transparent, consistent and fair.

-Consider sending paperwork to the EE well in advance to avoid tight turn around of paperwork to the board.

## (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).

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