External Examiner's report summary

Leeds Business School

Postgraduate

- MSCCG Corporate Governance(TP)
- MSCGT Corporate Governance(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
The answers above are qualified by so few students completing this year due to the disruption to study caused by the pandemic.

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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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)**
N/A

Areas of good practice/commendation
Any particular strengths or distinctive or innovative features in relation to learning, teaching and assessment:
Unable to comment due to the low numbers of students completing, time in role, and clarity of understanding of the overall approach to the programme

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 courseplease 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).

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A combination of my newness in role, the virtual nature of the board (due to the pandemic), the short-time scales for receiving material in advance of the board, and the low numbers of students completing are issues that have made it difficult for me in this initial period of being an external examiner.

(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.

Due to low numbers of students completing I reserve my view on that matter.

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

Due to the pandemic many students have had their studies disrupted so I have yet to build up a sufficient picture of strengths and weaknesses of students on the programme.

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

The information flow and low numbers of students continuing and completing this last year impede my view of the actual standards, strengths and weaknesses of the programme as experienced by students.

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

Having taken part in a reaccreditation meeting with the course team and professional institute I appreciate that the programme is meeting professional standards through the curriculum. However, post that meeting and as a result of limited information flow and so few students completing this year, I lack insight into how the curriculum, teaching and resourcing is actually working to meet student needs and expectations.

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

I am not aware of this platform. If it could help me in my role I would welcome induction

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(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.)

See (f) above

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

I do not feel able to comment on this due to lack of information

(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.

The programme is seeking to meet the expectations albeit in the light of COVID. I am aware and have been consulted about changes made to recruitment and admission in view of the pandemic. Re a change of syllabus and assessment for this coming academic year, I have yet to receive a response to a comment that I made to programme leaders about the necessity of removing a presentation from assessment.

(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