

MBA Executive including overseas provision 2017/18

External Examiner's report summary

Please indicate in the relevant boxes 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.

Standards set		
"In my view, the threshold academic standards set for the modules/awards are appropriate."	Yes	No
	Y	
If your answer is 'no', please provide a brief statement (bullet points) of the respect(s) in which they fall short.		

Student achievement			
"In my view, students' achievement is comparable with similar course(s) or subjects in other UK institutions with which I am familiar." Please provide any further comment on the comparability of collaborative provision.	Yes	No	N/A *
	Y		
	Y		
* Not applicable – if you are a practitioner and are not in a position to assess this please indicate here.			
If your answer is 'no', please provide a brief statement (bullet points) of the respect(s) in which they fall short.			

Conduct of processes		
"In my view, the processes for assessment, examination and the determination of awards are rigorous and fairly conducted."	Yes	No
	Y	
If your answer is 'no', please provide a brief statement (bullet points) of the respect(s) in which they fall short.		

Areas of good practice
Any particular strengths or distinctive or innovative features in relation to learning, teaching and assessment.
Having a consultancy report for the final "project" is excellent concept. It is however challenging and the team have work consistently to address a number of challenges.

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			
"In my view, the professional body requirements for this course have been met. <i>*Not applicable if the course is not a professional body course please indicate here.</i>	Yes	No	N/A *
			N/A
<i>If your answer is 'no', please provide a brief statement (bullet points) of the respect(s) in which they fall short.</i>			

(a) The operation and conduct of the Progression and Award Board (and/or Module Board meeting you may also have attended).
Progression and award boards were conducted efficiently and with due diligence

(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.)
The team had clearly addressed the major element involved with marking differences between the base programme and the overseas deliveries.

(c) The overall performance of the students, in relation to that of comparable levels of work in other institutions.
Difficult to assess due to a small number of group projects this year. The marking was comparable but few very good projects. This might well be cohort related.

(d) The strengths and weaknesses of the students in general with respect to knowledge, conceptual grasp or application of skills.
Student address real projects with enthusiasm. Clear application of the curriculum. Perhaps more evidence of a wider review of theory would help them.

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

Clear evidence of moderation/second marking. In fact perhaps it is unnecessary to provide two sets of comments when the markers are in close agreement.

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

Students are provided with a very comprehensive module manual and additional materials, The output would suggest the student have access to sufficient resources to complete the assessment.

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

No comment

(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.)

Not particularly relevant as I only look at the final consultancy project. However, the students seem to have the background knowledge to tackle the project.

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

See (k)

(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 exam board process does seem to generate a lot of paper.

Compared to other institutions you are probably towards maximum level of discounting/credit required to achieve distinction/merit. It is also unusual to allow students to complete all modules (particularly the final projects) while still carrying resits from the first semester.

(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).

Franchise provision marking has improved substantively over the year. The choice of topic appears quite restricted to HR areas and often “unambitious”. The result is that very detailed, extensive and conscientious work is only going to achieve “merit” level marks because the research questions/objectives being address are rather narrow.

External Examiners' Report Checklist**Please comment for all boxes**

Course Materials				
Did you receive?		Yes	No	N/A
a.	Course Handbook(s)?	y		
b.	Academic Regulations including any Professional Statutory Body requirements where appropriate (these may be included the Course Handbook)?	y		
c.	Module specifications (these may be in the Course Handbook)?	y		
d.	Assessment briefs/marketing criteria?	y		

Draft examination papers				
		Yes	No	N/A
a.	(i) Did you receive all the draft papers?			n/a
	(ii) If not, was this at your request?			
b.	(i) Was the nature and level of the questions appropriate?			n/a
	(ii) If not, were suitable arrangements made to consider your comments?			
c.	Were suitable arrangements made to consider your comments?			n/a

Draft coursework				
		Yes	No	N/A
a.	(i) Did you receive all the draft coursework?	y		
	(ii) If not, was this at your request?			
b.	(i) Was the nature and level of the coursework appropriate?	y		
	(ii) If not, were suitable arrangements made to consider your comments?			
c.	Were suitable arrangements made to consider your comments?	y		

Marking Examination Scripts				
		Yes	No	N/A
a.	(i) Did you receive a sufficient number of scripts from both home and (if appropriate) collaborative partner students?			n/a
	(ii) If you did not receive all the scripts, was the method of selection satisfactory?			
<p>Recommended sample sizes at Leeds Beckett University are as follows:</p> <p>a) Samples should be determined by a square root of cohort size, no smaller than 6, no larger than 15. However it should be borne in mind that not all work is assessed in a way that makes a square root sample possible and allowance should be made. For example in subjects such as the performing arts where there may be a requirement for an external to come and view a performance instead, or to visit the exhibition of art work.</p> <p>b) Samples to include all classification categories, and it is helpful to concentrate around the boundaries to include some fails.</p> <p>c) Samples to consist of internally moderated work, clearly evidencing the moderation process.</p>				
b.	Was the general standard and consistency of marking appropriate?			n/a
c.	Were the scripts marked in such a way to enable you to see the reasons for the award of given marks?			n/a

Dissertations/project reports				
		Yes	No	N/A
a.	Was the choice of subjects for dissertations appropriate?	y		
b.	Was the method and standard of assessment appropriate?	y		

Coursework/continuously assessed work				
		Yes	No	N/A
a.	Was sufficient coursework made available to you for assessment from both home and (if appropriate) collaborative partner students?			n/a
b.	Was the method and general standard of marking and consistency satisfactory?			n/a

Orals/performances/recitals/appropriate professional placements				
		Yes	No	N/A
a.	Were suitable arrangements made for you to conduct orals and/or moderate performances/recitals/appropriate professional placements?			n/a

Module Board/Progression and Award Boards				
		Yes	No	N/A
a.	Were you able to attend the meetings?	y		
b.	Were the meetings conducted to your satisfaction?	y		
c.	Were you satisfied with the recommendations of the Module Board/Progression and Award Boards?	y		