

External Examiner Annual Report 2024-25

SECTION 1 – GENERAL INFORMATION			
Name:			
Partner Organisation(s)	["Bloomsbury Institute"]		
Academic Faculty:	Faculty of Social and Life Sciences		
List all programme titles and awards examined in this period:	Programmes: Bloomsbury Institute - BA (Hons) Business Management - BA (Hons) Business Management (Marketing) - BA (Hons) Business Management (Entrepreneurship) - BA (Hons) Business Management (Human Resource Management)		
External Examiner's home institution (or other affiliation):		Professional registration number and expiry/renewal date (if applicable):	N/A
Year of Tenure:	Second	Have you completed the Advanced HE External Examiner professional development course?	Yes

SECTION 2 – ACADEMIC STANDARDS	
Please provide feedback on academic standards	
<p>Were the threshold academic standards consistent with the Framework for Higher Education Qualifications and relevant characteristic/subject benchmark statement(s)?</p> <p>Qualifications Frameworks Subject Benchmark Statements Characteristics Statements</p>	Yes
<p>Were the academic standards comparable to similar programmes in other UK institutions with which you are familiar?</p>	Yes

SECTION 2 – ACADEMIC STANDARDS

Please provide feedback on academic standards

<p>Please provide detailed feedback in relation to academic standards.</p>	<p>The threshold academic standards for the BA Business Management programmes at Bloomsbury Institute align well with the expectations of the Framework for Higher Education Qualifications. The curriculum demonstrates clear progression through the levels, matching the descriptors for bachelor's degrees in terms of knowledge depth, critical understanding, and analytical expertise. Module outcomes and assessment criteria consistently reflect the FHEQ's emphasis on independent study, research skills, and professional application. The 2024 FHEQ reiterates how thresholds for honours degrees should display coherent knowledge and autonomy, and the set of BA Business Management programmes clearly meets these requirements through their structures, instructional design and assessments. The programmes align well with QAA Subject Benchmark Statement for Business and Management. The benchmark outlines essential graduate attributes, such as strategic thinking, global context awareness, employability, digital and ethical competencies, all of which are clearly embedded in course content and learning outcomes.</p>
<p>If you have examined any of the degree apprenticeship programmes, please provide detailed comments on the programme delivery and its alignment with QAA Degree Apprenticeship Characteristics Statement with specific reference to learning, teaching and assessment.</p> <p>Characteristics Statement - Higher Education in Apprenticeships</p>	<p>N/A</p>
<p>If the programme(s) being examined are accredited/regulated/endorsed by a Professional, Statutory and Regulatory Body (PSRB), were the academic standards of the programme in line with the PSRB requirements.</p>	<p>Yes</p>
<p>Please detail how the academic standards were not in line with the PSRB requirements.</p> <p><i>(if applicable)</i></p>	

SECTION 3 – THE STANDARDS OF STUDENT PERFORMANCE

<p>Were the standards of student academic performance (and where applicable, professional competence) comparable with similar programmes or subjects in other UK Higher Education institutions with which you are familiar?</p>	<p>Yes</p>
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SECTION 3 – THE STANDARDS OF STUDENT PERFORMANCE	
Do students have the opportunity to achieve standards beyond the threshold level?	Yes
Please provide a detailed summary of your findings in relation to student performance.	The standard of student performance at Bloomsbury Institute for the programmes I examine is certainly comparable with similar programmes delivered in both UK and US institutions that I am currently observing. The assessment outputs across the programmes reflected appropriate levels of knowledge, critical thinking, and applied understanding, in line with national expectations for undergraduate degrees in Business and Management, and appropriate to their levels.

SECTION 4 – A RELEVANT CURRICULUM	
How well does the programme equip students for future employment in the profession/sector?	Very well
Please provide detailed feedback in relation to the currency and relevance of the curriculum and employability of graduates in the profession/sector.	Aside from the academic theoretical backing, what I have observed is that the BA Business Management programmes at Bloomsbury provide for the most part a good opportunity for their students to gain hand-on, practical experience, especially through the assessments - applying knowledge and solutions towards real-life business case studies, participation in simulations (in their digital marketing module), and project-based work in several modules. Students also have the opportunity to conduct own research, experience team dynamics and practice effective communication to an audience via their presentations. Such learning activities provide students with the opportunity to develop transferable skills and commercial awareness which serve as the essential bridge into graduate employment.

SECTION 5 – ASSESSMENT PRACTICE	
Please confirm if the following assessment expectations have been met:	
Assessment practices were appropriate in relation to the programme(s) and/or module(s) and their intended learning outcomes.	Agree
Assessment processes were sufficiently rigorous.	Agree
The standard of marking applied by internal examiners was sufficient to assess student performance against appropriate standards.	Agree
Assessment processes were clear and fair for students.	Agree

SECTION 5 – ASSESSMENT PRACTICE		
	Assessments were fairly conducted within institutional regulations.	Agree
<p>Please provide detailed feedback relating to assessment strategies and practice, noting any areas for development and observed good practice.</p>	<p>I have observed a strong variety of assessment methods being employed, including reports, case studies, presentations, reflective pieces, participation in simulations and group work - demonstrating a commendable commitment to inclusive and authentic assessment design. This diversity allows students to demonstrate learning in multiple formats, catering to different learning styles and encouraging both academic and professional skill development. Marking is generally consistent and fair, with detailed rubrics and evidence of moderation. The marks observed are a fair reflection of the student effort. Several modules from the ones examined provide coursework templates in addition to the assessment briefs, contributing further to a better structure of the student's assignments. The feedback I have observed is consistent, with one approach in particular standing out - where the assessor had split the comments into "Feedback" and "Feedforward" sections.</p>	

SECTION 6 – LEARNING AND TEACHING		
Please confirm if the following expectations have been met:		
	Assessment feedback made reference to the learning outcomes.	Strongly Agree
	Assessment feedback identified opportunities for improvement.	Strongly Agree
<p>Please provide detailed feedback on the appropriateness of the learning and teaching strategies, the quality of feedback provision, and the extent to which these enabled students to achieve their learning outcomes and meet the set standards.</p>	<p>Generally, the examined feedback given to students have been structured very well, linking well with the learning outcomes, whether they have been achieved or not - and if not - what could have been done better. For the most part, assessors have been able to give clear instructions to the students for the way forward, explaining in detail the actions they need to take in order to improve and build on their current understanding of the covered learning outcomes. Both quality and quantity of feedback provided across modules is comparable to other institutions offering similar modules.</p>	

SECTION 7 – ASSESSMENT BOARDS

For the Assessment Board(s) you attended, was the conduct of the Assessment Board professional and did it follow procedure?		Yes
Please provide any additional comments or feedback relating to the conduct of Assessment Boards.	I have an Assessment Board coming up this week, but for the ones I have attended so far - they have always been executed very professionally, with a good structure in place, at a very good pace, and with the chair providing the opportunity for all to express opinions and provide recommendations for improvement.	

SECTION 8 – ENHANCEMENT AND INNOVATION

Please highlight examples of best practice and innovation in learning, teaching and assessment, including any commendations.	I was particularly impressed with the digital marketing students having the opportunity to experience a marketing simulation, make a close to real-world as possible business decisions and reflect on their performance. In such difficult times where students are struggling increasingly to secure internships and other practical experiences outside of academia, and as someone who develops simulations for project management students, I believe this is a good way to bridge the current gap that exists for them, and boost their confidence as future professionals. There is a lot of research out there that shows how beneficial simulations are for students, especially when scaffolded and aligned with the weekly learning content of the modules.	
Please note any recommendations you would like to make to enhance the quality and standards of provision below.	I was delighted to see more module coordinators providing videos and recorded lectures for their students on the module pages, in relation to my feedback from last year. I am a bit uncertain about the late submissions capped at 40% - in the other institutions that I am involved at, the practices are slightly different, e.g. late submission may cost a student 10% reduction of their final mark; or the percentage reduction increases gradually depending on how many days/weeks later the assignment was submitted. Finally, a handful of modules have a blend of 4 to 5 components within their assessments - even if in theory they are split into 2 key assessments (but with multiple sub-assessments), which on one hand provides a good opportunity for diverse types of students to demonstrate their grasp of the learning outcomes, which is commendable in terms of inclusive practice, but there is also a risk that an overly broad range may dilute students' focus and hinder deeper engagement.	

SECTION 9 – COLLABORATIVE PARTNERSHIPS (if applicable)

Select the partner which the following feedback will relate to.	Bloomsbury Institute
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SECTION 9 – COLLABORATIVE PARTNERSHIPS (if applicable)	
Please provide any partner specific feedback that you have not already covered in any of the previous questions in this report.	Feedback provided throughout the report.
Select the partner which the following feedback will relate to (if applicable).	
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SECTION 9 – COLLABORATIVE PARTNERSHIPS *(if applicable)*

<p>If you have more partner institutions to provide feedback on, please use the space to the right.</p> <p>Please ensure you clearly identify the name of the partner site your feedback relates to.</p> <p><i>(if applicable)</i></p>	
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SECTION 10 – ANNUAL REPORT CHECKLIST

This section provides confirmation that you have received sufficient evidence and support to fulfil your role.

<p>Did you receive sufficient evidence to enable you to fulfil your role as an External Examiner?</p>	<p>Yes</p>
<p>Please provide details as to why the evidence was not sufficient and if the matter was resolved.</p> <p><i>(If applicable)</i></p>	
<p>Did you have adequate time to consider samples of work and contribute to examination boards?</p>	<p>Yes</p>
<p>Please provide details as to why you did not have adequate time and if the matter was resolved.</p> <p><i>(If applicable)</i></p>	
<p>If you are an Examiner of a programme that is delivered in a language other than Welsh and English, have you verified the translation of ALL assessment briefs and exam papers which contribute to the award?</p>	<p>Not applicable</p>
<p>Please confirm whether the recommendations raised in your previous report have been, or are being, considered and addressed to your satisfaction.</p>	<p>Yes</p>

SECTION 10 – ANNUAL REPORT CHECKLIST

This section provides confirmation that you have received sufficient evidence and support to fulfil your role.

Please provide details of any progress towards addressing the recommendations raised in the previous annual report.	Last year I made a recommendation about ensuring video sessions are available for the students on the VLE, which has been considered by several module coordinators this year, which is commendable effort.
If you have acted as a mentor to new External Examiners, or have been allocated a mentor this academic year, please provide feedback on how this process could be improved. <i>(if applicable)</i>	N/A
Please provide any feedback that you wish to make that has not already been covered in any of the previous questions in this report. <i>(if applicable)</i>	-

SECTION 11 – EXIT REPORT (FINAL YEAR)

Only complete this section if this is your final term in office

Please comment on any significant changes in standards over your term in office and/or any other recommendations which you feel appropriate, and which may assist your successor.	N/A
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SECTION 12 - DECLARATION

Please confirm that the information I have provided in this report is, to the best of my knowledge, true and accurate.	I confirm
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RESPONSE TO EXTERNAL EXAMINER'S REPORT

Name of External Examiner:	████████████████████
WU Faculty:	
Programme/s examined (if specific modules please specify):	BA (Hons) Business Management - BA (Hons) Business Management (Marketing) - BA (Hons) Business Management (Entrepreneurship) - BA (Hons) Business Management (Human Resource Management)
Name of programme leader:	Amadou Jammeh
Collaborative partners (if applicable)	
Period of report:	2024/25
Date of report:	July 2025
Date of response:	18/07/2025

Dear ██████████

Thank you for your detailed and insightful External Examiner report for the UG Business Management courses at Bloomsbury for the academic year 2024/25. We are pleased to note your positive comments regarding the alignment of our programmes with the Framework for Higher Education Qualifications (FHEQ) and the QAA Subject Benchmark Statement for Business and Management. Your recognition of the curriculum's progression, assessment design, and the embedding of graduate attributes is greatly appreciated.

We are also encouraged by your observations on the standards of student performance, the relevance of the curriculum to employability, and the variety and fairness of our assessment practices. Your commendation of the use of simulations in the digital marketing module and the structured feedback approach (including 'Feedback' and 'Feedforward' sections) are particularly valued. We will continue to promote these practices across the programme. Your commendation will be an additional source of motivation for our Digital Marketing Module Team.

Regarding your comments on late submission penalties, we acknowledge the differences in institutional practices and will review our current policy to ensure it remains fair, consistent with our institutional partners policies, and supportive of student success. Resubmission grades are normally capped at 40% if they are not supported by approved mitigating circumstances application. We also take note of your observation on the complexity of assessments in some modules and will consider ways to streamline assessment components in line with module spec requirements while maintaining inclusivity and learning outcome coverage.

We appreciate your recognition of our efforts to implement your previous recommendation regarding the provision of video recorded sessions. It is encouraging to see that many of our module leaders have taken this recommendation on board. We will continue to promote this practice to further enhance student engagement and learning.

Prifysgol Wreccsam Wrexham University

Thank you once again for your valuable feedback and continued support.

Signed: Amadou Jammeh

UG Business Course Leader

Signed: