

## Response to External Examiner Report

Academic Year	2018/2019	
Subject Area / awards covered	LSBM201 - Ethics, Sustainability and Social Impact LSBM202 - Internship Placement LSBM203 - Managerial Finance LSBM204 - Managing Operations & Projects LSBM302 - Corporate Risk Management LSBM305 - Small Business Management LSBM306 - Strategy, Enterprise and Innovation	
Examiner's name	John Vaughan	
Collaborative arrangements – list <b>all</b> Collaborative Partners (if applicable)	University of Northampton	
Has the report been shared with Collaborative partners?		YES
If NO above, why was this?		
Has this response been prepared in liaison with Collaborative partners?		
Section A – Threshold academic standards		
A1 – Maintaining Academic Standards: Are all responses positive*?		YES
Examiner's comments for action	The EE commented that he felt that at times we have 'set the bar too high and there have been more occasions when I have queried the strictness of marking than the leniency'.	
Action to be taken	<ul style="list-style-type: none"> <li>Review marking on a sample of EEs modules.</li> <li>Extended standardisation sessions to include additional marking guidance</li> <li>Acting Head of Business to carry out moderation audit before release of grades</li> </ul>	
Person responsible	Acting Head of Business	
Deadline	January 2020	
A2 – Measuring achievement, rigour and fairness: Are all responses positive*?		YES
Examiner's comments for action	The EE raised a couple of issues about the nature of some assessments. While he thinks they are at the right level, he queried whether students can usefully undertake them.	
Action to be taken	Review assessments in modules which EE felt tasks were 'achievable'.	
Person responsible	Acting Head of Business	
Deadline	October 2019	
A3 – Comparability of standards and student performance: Are all responses positive*?		NO
Examiner's comments for action	<i>There is an obvious issue with Bloomsbury and progression. The reality is that they progress fewer students. But they take on large numbers of marginal students and provide opportunities to achieve. My disagreement in 1.12 [Based on my experience of other institutions, student achievement is comparable with other UK HEIs] is based on fact. Students who progress do indeed achieve at benchmark standards. A lot of time and effort goes in supporting students. That they don't progress as required is a function of entry which in turn is based on mission.</i>	
Action to be taken	<ul style="list-style-type: none"> <li>Increase support to students for learning enhancement and embed academic skills into the curriculum</li> </ul>	

	<ul style="list-style-type: none"> <li>Use results of Attainment Gap project to determine whether there is a causal link between admission and attainment. Ascertain if a low pass score in assessment correlates to low levels of engagement/success.</li> <li>In liaison with Deputy Academic Registrar, review Admissions entry criteria</li> </ul>
Person responsible	Deputy Academy Principal
Deadline	May 2020
<b>Section B – Quality &amp; Enhancement</b>	
Examiner's suggestions for action	The EE commented again on our progression rates, stating that this was largely a result of our widening access mission. He suggested additional support we can provide.
Action to be taken (If suggestions were made but no action is to be taken, please justify)	Review whether a Level 3 qualification/higher UCAS tariff at entry correlates with lower levels of engagement/success of our students; and if it does, ensure that this is fed through into the predictive data analytics so that in 2020-21 such students are flagged as higher risk. Enhanced SEWS interventions and Learning Enhancement should be provided from the outset for such students.
Person(s) responsible	N/A
Deadline	N/A
Has the examiner made any recommendations for action by the Faculty, or by the University?	Yes
Date of Student-Staff Liaison Committee (SSLC) when report and response will be discussed with student representatives:	
Date of interim review to monitor progress with any actions:	02/12/2019
Did the examiner meet students in 2018/19? (Face to face or 'virtual' meetings)	NO
If YES above, did the examiner's report provide you with useful feedback?	
If NO, please state what opportunities the external examiner will have to meet students in 2018-19, including 'virtual' meetings if face to face meetings are not feasible.	We are working on establishing procedures that will ensure that all EEs get the opportunity to meet with students. These procedures will be approved by our Quality Assurance and Enhancement Committee in the coming months and will be put in place for our next module boards. We will share these procedures with EEs as soon as they are finalised
Please note any areas of good practice identified by the external examiner which you would like to share with other programme teams.	
The EE stated that the assessments issued to students are excellent and generally detailed with adequate guidance notes provided. He added that feedback standards are excellent.	
Response completed by:	Anna Krajewska

Date:	9.09.2019
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\*positive response = either '*broadly agree*' or '*strongly agree*'

NB If the examiner has given any **negative responses** ('*generally disagree*' or '*strongly disagree*', you will be required to produce an action plan specifically addressing the issues raised. This will need to be approved by the Faculty Quality & Standards Committee in the autumn term before being forwarded to AQSC.

The action plan should be added as an appendix to your Annual Review Action Plan and monitored throughout the year.