



Undergraduate External Examiner Reports

Academic Year 2024-25

Form Name:	External Examiner End-of-Year Report
Submission Time:	September 5, 2025 4:33 pm
Browser:	Chrome 139.0.0.0 / Windows
IP Address:	134.83.157.154
Unique ID:	1377948732
Location:	51.5662, -0.7649

First Name	Hemamali Tennakoon
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Email	hemamali.tennakoon@brunel.ac.uk
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Level of Degree Program(s)	Undergraduate
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Academic Year	AY2024-25
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1. Are the academic standards on the program appropriate for the award?	Yes. I have reviewed the following courses in the BBA and found the academic standards on the programme to be satisfactory:
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Spring
CM1-STP- Start-up Challenge (Lon/Bos) and ENT-1- ENT-1
Entrepreneurship 1 (Lon/Bos)

Summer
CM3: Future Proofing Challenge - CM3-FTP - LON2 and CM3:
Future Proofing Challenge - CM3-FTP - BOS1

Fall
MGT-C-LON2-Managing Projects, Innovation and Growth
ENT-C-LON1-Scaling the Business and Growth Hacking
FIN-A-BOS1-Corporate Finance & Financial Management
FIN-A-LON1-Corporate Finance & Financial Management

2. Please comment on the comparability of the academic standards with other higher education institutions.	Based on my experience with other higher education institutions, I would say that Hult's academic standards are comparable to-or even surpass-those of institutions of similar stature.
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3. Please comment on the comparability of the level of student performance with other higher education institutions.	Based on the courses I have reviewed, student performance at both the London and Boston campuses consistently exceeds that of students enrolled in comparable programs at other higher education institutions. In most of the courses examined, the majority of students earned A or B grades, reflecting a high level of academic achievement. Where discrepancies in performance were observed, these have been documented in my external examiner report.
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4. Please comment on any instances of good practice.

The teaching teams demonstrate a high level of creativity in assessment design, employing a wide range of innovative methods to evaluate students both individually and in group settings. I particularly value the inclusion of activities aimed at developing broader skill sets-such as IT and communication-which contribute meaningfully to students' overall learning experience.

5. Please detail any recommendations.

I am very pleased with the quality of teaching and assessment I have observed over the three terms. I encourage the teaching teams to continue employing the practice-leading methods they have so effectively used throughout the past year. Additionally, when designing assessments for diverse student cohorts across the London and Boston campuses, it may be beneficial to incorporate more inclusive and relatable elements-for example, allowing students to select a company from a country of their choice rather than prescribing a specific geographic context.

6. If relevant, please comment on action taken regarding recommendations from any previous report(s).

None

7. Any additional comments?

None

Signature

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Form Name:	External Examiner End-of-Year Report
Submission Time:	September 5, 2025 4:50 pm
Browser:	Chrome 139.0.0.0 / Windows
IP Address:	86.133.44.96
Unique ID:	1377955488
Location:	51.5014, -0.2016

First Name	Simon du Plock
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Email	Simon.duPlock@metanoia.ac.uk
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Level of Degree Program(s)	Undergraduate
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Academic Year	AY2024-25
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1. Are the academic standards on the program appropriate for the award?

The academic standards on the programme are appropriate for the BBA award.

The learning objectives and topics covered in the course are of appropriate breadth and depth for the course subject, level, and credit weighting.

The programme employs a range of types of assessments which generally capture the required learning outcomes for each course well. As such, they are appropriate to the task of measuring achievement of required standards. I have no concerns with regard to the processes themselves; moderation is conducted correctly.

The assessment processes are broadly fair, transparent and rigorous, and so they do ensure equity for all students.

2. Please comment on the comparability of the academic standards with other higher education institutions.

The standards applied on the programme are appropriate to the award to which it leads and they are broadly comparable to those of equivalent UK Higher Education programmes, and to those US programmes with which I am familiar

3. Please comment on the comparability of the level of student performance with other higher education institutions.

The level of student performance is generally comparable with other bachelor-level degree programmes at UK Higher Education Institutions with which I am familiar.

4. Please comment on any instances of good practice.

I continue to be impressed by the creativity tutors have demonstrated with regard to the design of their modules, and their choice of supporting materials. It is obvious that they take pride in 'owning' their modules. This level of commitment is also evidenced in the comprehensive focussed written tutor feedback that each of the instructors provides, both in Comments and Intext.

This is the first time that I have reviewed Global & Local Challenge, and I am struck by its relevance - it is an exciting course and students' responses to it in the form of their submissions clearly evidences their engagement. I have remarked in previous reports, and reiterate now, that when reviewing HULT courses I often wish I were taking them myself.

5. Please detail any recommendations.

I do not have any specific recommendations at this time.

6. If relevant, please comment on action taken regarding recommendations from any previous report(s).

N/A

7. Any additional comments?

No

Signature

A handwritten signature in black ink, appearing to be 'S. Smith', written over a horizontal line.

Form Name:	External Examiner End-of-Year Report
Submission Time:	September 5, 2025 8:30 pm
Browser:	Mobile Safari / iOS
IP Address:	212.3.196.247
Unique ID:	1378040220
Location:	56.9473, 24.0979

First Name	Mark Spokes
Email	mark@spokeseducation.com
Level of Degree Program(s)	Undergraduate
Academic Year	AY2024-25

1. Are the academic standards on the program appropriate for the award?	The academic standards are generally appropriate across the program. The institution and the management team have clearly set out a clear vision with an impressive amount of detail for how to fulfil these standards. There are a few instructors who may need some additional support, either in terms of training or additional time and resources to develop their courses and teaching, but most instructors demonstrate both the willingness and capability to uphold these academic standards. The challenge of designing and implementing assessment strategies to handle the normalisation of AI usage in academics has clearly been acknowledged and addressed by the management and administration at Hult. The full impact of AI on academic standards will probably need to be monitored over the upcoming semesters but I am reassured that this will be an important conversation across the institution.
2. Please comment on the comparability of the academic standards with other higher education institutions.	I recently started working with another business school and it is clear that Hult's programme is far ahead with how it has designed and a unique set of academic standards for the programme.
3. Please comment on the comparability of the level of student performance with other higher education institutions.	As usual, there is a wider range in the student performance across the programme. Because of the grading approach, there are often a few students who are far more advanced than peers who also received A grades. This year it has been apparent that a growing number of students have used generative AI to create content, rather than for review and editing-this has made it much more difficult to ascertain the real level of performance. It will take much more work in the design and implementation of assessment and review.

4. Please comment on any instances of good practice.

A few of the "humanities" faculty, like Professors Cassar and Wright, continue to demonstrate how to design effective assessments and provide detailed and constructive feedback. Similar to last year, the design module stands out again as an innovative and engaging learning experience.

5. Please detail any recommendations.

As with previous years, I am happy to schedule a call to go through recommendations or respond to questions.

The new(-ish) recommendation I will focus on this year is to encourage and support instructors in designing assessments that include progressive steps and opportunities to iterate. The design module has done a good job in introducing these principles. This is not only reflective of how much work is produced in the "real-world" but more importantly in this context, it would give students the opportunity to reflect and act upon feedback from their instructors.

6. If relevant, please comment on action taken regarding recommendations from any previous report(s).

The recommendation from previous years that could be most worth repeating is to provide more training and resources to support instructors in providing useful feedback. There are some examples of good practice but there are also some faculty that continue to provide little to no feedback (and in a few isolated instances-miseducative feedback).

7. Any additional comments?

Thank you, once again, to everyone in management and administration. This is an extremely simple process for external examiners.

Signature

A handwritten signature in black ink, appearing to be 'B. Wright', written over a horizontal line.

Form Name:	External Examiner End-of-Year Report
Submission Time:	September 5, 2025 9:47 pm
Browser:	Chrome 139.0.0.0 / Windows
IP Address:	80.47.139.83
Unique ID:	1378069822
Location:	54.0479, -2.7977

First Name	Lee Jones
Email	l.g.jones@leedsbeckett.ac.uk
Level of Degree Program(s)	Undergraduate
Academic Year	AY2024-25

1. Are the academic standards on the program appropriate for the award?	Yes - the academic standards on the programme are appropriate for the award. Across the three terms, the assessments I reviewed were well aligned to the intended learning outcomes and demonstrated intellectual demand at the appropriate FHEQ level. Students consistently produced work of a standard comparable with that seen in London, Boston and Singapore, with many achieving strong first-class marks that reflect high levels of critical engagement, originality, and application of knowledge. Where variations in performance occurred, these were generally attributable to non-submission or limited engagement, rather than weaknesses in the academic design or standards applied. The assessment briefs are generally clear, structured, and designed to promote authenticity and integrity, with increasing attention to the challenges posed by generative AI. Overall, the programme supports students to meet the academic requirements of the award, and the achievements of students confirm that standards are being maintained at the appropriate level.
2. Please comment on the comparability of the academic standards with other higher education institutions.	I am satisfied that the academic standards on the programme are fully comparable with those at other higher education institutions. The assignments reviewed are appropriately demanding and well aligned to FHEQ expectations, encouraging critical analysis, originality, and professional application. The overall profile of student attainment, with many strong first-class performances alongside a clear distribution of grades, reflects outcomes broadly in line with those observed at similar institutions. The programme demonstrates a consistent commitment to maintaining academic standards at a level that is both rigorous and internationally competitive.

3. Please comment on the comparability of the level of student performance with other higher education institutions.

The level of student performance on the programme is broadly comparable with that at other higher education institutions. Many students achieve results of a very high standard, with work demonstrating strong critical engagement, originality, and effective application of theory to practice. The distribution of marks across the cohorts reflects the range of performance typically seen elsewhere, with a strong proportion of students attaining upper second and first-class outcomes. Overall, the quality and consistency of student achievement confirms that the programme is enabling students to perform at a level in line with sector expectations.

4. Please comment on any instances of good practice.

Several examples of good practice were evident across the programme. Assignment briefs are generally clear, well-structured, and transparent, with detailed rubrics that support equity and consistency in marking. Many assessments are designed to promote authenticity and academic integrity, with tasks requiring original analysis, application to real-world contexts, and-in some cases-creative outputs that reduce the risk of plagiarism or over-reliance on generative AI. The consistent use of digital resources, structured feedback, and an emphasis on critical thinking and professional skills further strengthens the student learning experience. The dedication of both academic and administrative teams in ensuring high-quality processes and timely support also represents a notable strength.

5. Please detail any recommendations.

A small number of recommendations are offered to support the continued enhancement of the programme. These include:

Assessment briefs - strengthen alignment to FHEQ level descriptors by explicitly referencing learning outcomes and providing greater clarity on analysis expectations, academic integrity, and referencing requirements.

Moderation and marking - ensure consistency of internal moderation across campuses and maintain a balanced distribution of grades to avoid clustering at the higher end of the scale.

Student support - review engagement and support mechanisms for those at risk of non-submission or underperformance, including the use of formative feedback and early interventions.

Use of AI - continue to develop clear guidance on the appropriate and transparent use of generative AI, ensuring consistency across modules.

These recommendations are intended to build on existing strengths and further enhance clarity, fairness, and student success.

6. If relevant, please comment on action taken regarding recommendations from any previous report(s).

NA

7. Any additional comments?

Overall, I have found the programme to be well designed and professionally delivered, with strong evidence that students are being appropriately challenged and supported to achieve at a high level. The teaching and administrative teams work with great commitment to ensure that standards are maintained and that assessment processes are transparent, equitable, and rigorous. The programme compares well with similar provision elsewhere, and I am confident that students graduating from it are well prepared for further study or professional practice.

Signature

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Form Name:	External Examiner End-of-Year Report
Submission Time:	September 8, 2025 5:11 pm
Browser:	Chrome 140.0.0.0 / Windows
IP Address:	77.101.174.196
Unique ID:	1378629584
Location:	51.4638, 0.1434

First Name	John Howell
Email	john.howell@qa.com
Level of Degree Program(s)	Undergraduate
Academic Year	AY2024-25
1. Are the academic standards on the program appropriate for the award?	Yes, I feel they are.
2. Please comment on the comparability of the academic standards with other higher education institutions.	I think the standards are comparable but the grades are typically higher than would be found in most UK HE institutions. Although the grades are higher, I stand by the standards of education provided at undergraduate level.
3. Please comment on the comparability of the level of student performance with other higher education institutions.	The level of performance is above typical undergraduate students at other higher education institutions I have knowledge of.
4. Please comment on any instances of good practice.	The variety of assessments is excellent in that they test the students in multiple ways within each module. For instance there is a written essay style assessment, a video to be produced, an-class test etc. to give variety.
5. Please detail any recommendations.	I highly recommend that more focus is placed on students using correct citations and referencing. This will place more weight of responsibility on the students to show that they have read texts, taken what is useful and written about it, or presented it, or analysed it etc. with the correct referencing of the sources. Consistency in the use of the rubrics and comments boxes has previously been an issue but has improved over time which is good to see.
6. If relevant, please comment on action taken regarding recommendations from any previous report(s).	None.
7. Any additional comments?	None.

Signature

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Form Name:	External Examiner End-of-Year Report
Submission Time:	September 9, 2025 9:11 am
Browser:	Safari 18.6 / OS X
IP Address:	51.191.79.107
Unique ID:	1378879126
Location:	52.0362, -0.7006

First Name	Charlie Smith
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Email	csmithh@essex.ac.uk
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Level of Degree Program(s)	Undergraduate
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Academic Year	AY2024-25
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1. Are the academic standards on the program appropriate for the award?	Yes, absolutely. I have found the courses to have clear learning objectives that are appropriate for the award level, and students are able to achieve these. Students have performed consistently well and perform a range of activities throughout the year that they have been able to complete and achieve. I have found these academic standards to be consistent across programmes in different locations too.
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2. Please comment on the comparability of the academic standards with other higher education institutions.	I have seen no issues here either and believe Hult is equal, if not better than, most higher education institutions. It's also pleasing to note that I have seen virtually no cases of academic offences either from students, and this seems less compared with other institutions.
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3. Please comment on the comparability of the level of student performance with other higher education institutions.	As I have said throughout the year, I think students on this Hult programme exceed students' performance in other higher education institutions, and in some places, they sometimes fall a little short. Where they exceed it, I think, is in their ability to produce presentations and communicate verbally and in their ability to use their initiative to produce interesting work and assessments. They also seem to adopt a very professional and mature approach to their learning. Where they perhaps fall a little short is in their ability to write essays and reports. They seem able to structure these well, and write coherently, but quite often do not include enough scholarly resources to make their arguments. Given the US grading system, the grades of higher performers are much higher across the student cohort than UK based institutions, but this is expected and not a problem.
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4. Please comment on any instances of good practice.

One of the aspects of good practice which I have found is the variety of types of assessment used, including for instance in class debates, essays, reports, quizzes, presentations, videos, etc. This makes it interesting for students but also gives all the students the chance to excel in different aspects suited to their strengths.

I have also been impressed with the amount of materials and their organisation on the learning platform provided by staff and their focus on recent real-world events.

I have found the marking to be very consistent and fair. The quality and amount of feedback (particularly in text boxes) given to students by staff is considerably above that of comparable higher education institutions and this is to be applauded.

Continuing to use in class assessments and activities is I think a really sensible move given the situation with AI in HE and I think doing this shows sensible future proofing for Hult.

5. Please detail any recommendations.

Whilst there has been some improvement in year on the amount of reading and references that students have been required to include, I still think this could be done more comprehensively throughout the programme.

I also think there still could be a bit more consistency in how moderators and second markers indicate that they have reviewed an assessment and its grade. I think some standardised statements that colleagues could use would be helpful here.

In Summer 2025 I noticed a couple of courses (e.g. DUB1-OB) with above average grades. It might be a case of grade inflation, or it might just be this cohort and so it is worth just watching for this in the future.

Lastly, some courses have a lot of voluntary assessments and given Hult courses already require students to undertake many pieces of assessment then it might be worth considering what added value these further assessments provide. Having less of these might mean that students can devote more time to the summative assessments.

6. If relevant, please comment on action taken regarding recommendations from any previous report(s).

There is nothing to add here as it is my first year.

7. Any additional comments?

None other than to say thank you for being a pleasure to work with and thank you for having me. I shall look forward to reviewing the programmes again next year.

Signature

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Form Name:	External Examiner End-of-Year Report
Submission Time:	September 10, 2025 11:25 am
Browser:	Safari 18.6 / OS X
IP Address:	80.47.7.103
Unique ID:	1379261554
Location:	51.5909, -0.0215

First Name	Ana-Maria Pascal
Email	apascal_ro@yahoo.com
Level of Degree Program(s)	Undergraduate
Academic Year	AY2024-25
1. Are the academic standards on the program appropriate for the award?	Yes, everything I have seen from student coursework and teaching materials to administrative arrangements (e.g. for exam boards) and communication with tutors, indicate that the academic standards on the programme are appropriate for the award.
2. Please comment on the comparability of the academic standards with other higher education institutions.	Academic standards at Hult are similar to those at other higher education institutions I have worked with, especially those at Regent's University London - a small, private institution with a liberal education type of ethos and a focus on real-world case studies and practice.
3. Please comment on the comparability of the level of student performance with other higher education institutions.	Student performance at Hult is also similar to that of students at Regent's University London and other institutions I have worked with - for example, collaborative arrangements of UW Trinity St David's in London.
4. Please comment on any instances of good practice.	This year, I have been impressed with the increased level of interdisciplinary teaching in multiple modules I have reviewed. This is added value at both pedagogical level, and in terms of achieving the aims of the programme, which are focused on preparing students for real-life practice. I have also noticed an increased level of consistency in teaching and assessments for the same subject across campuses - much more so than in the past, which gives me confidence about consistency in Hult students' experience, wherever they happen to study.
5. Please detail any recommendations.	I would encourage tutors to push their students to aim for excellence. They need to have that experience, which every scholar encounters at some point in their studies, that they can do more than they ever thought themselves capable of. I would suggest that, to do that, tutors might want to encourage students to go beyond relying on SWOT's and PESTLE's in senior years, for example.

6. If relevant, please comment on action taken regarding recommendations from any previous report(s).

My key recommendation from last year - to watch the amount and frequency of assessments - seems to have led to some improvement on that front. This year, I didn't get a sense of over-assessment anymore. I would encourage the team to keep watching this, as it is a real danger in programmes as dynamic (and based on a continuous assessment principle) as this one.

7. Any additional comments?

I would like to commend the programme management team, for their continuous effort of monitoring and review, and the teaching team, for their efforts to constantly improve and diversify their teaching and assessment practice.

Signature

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Form Name:	External Examiner End-of-Year Report
Submission Time:	September 10, 2025 10:40 pm
Browser:	Chrome 140.0.0.0 / Windows
IP Address:	86.148.90.18
Unique ID:	1379544964
Location:	51.4236, -0.9554

First Name	Ian Hipkin
Email	i.b.hipkin@exeter.ac.uk
Level of Degree Program(s)	Undergraduate
Academic Year	AY2024-25
1. Are the academic standards on the program appropriate for the award?	Academic standards are appropriate for the award, with courses presenting most interesting and relevant challenges for students.
2. Please comment on the comparability of the academic standards with other higher education institutions.	I believe that academic standards compare favourably with other higher education institutions. Generally there is a wide array of assessments which keep students engaged with the course material, while at the same time providing assessment and thereafter constructive lecturer comments.
3. Please comment on the comparability of the level of student performance with other higher education institutions.	Students compare well with those of other higher education institutions. The main reason for lower grades is that students do not submit all assignments. Most student submissions are professionally presented, and the use of video submissions and feedback is to be commended.
4. Please comment on any instances of good practice.	The feedback by lecturers for many courses is exceptionally good. Lecturers clearly provide detailed feedback which is both encouraging and constructively critical. Assignments requiring the study of business organisations (case studies) generally demonstrate a very good student understanding of the organisation.
5. Please detail any recommendations.	Some courses do not appear to require a great deal of reading and reference to the literature. Indeed, certain assignments are submitted with no references or evidence of reading. I would recommend that students are reminded of the benefit of reading in coming up with new ideas and using such reading as the basis for critical analysis, rather than a descriptive 'telling the story' of what an organisation appears to be doing.

6. If relevant, please comment on action taken regarding recommendations from any previous report(s).

For a number of years I have made the comment in 5. (above) regarding the lack of reading and reference to the literature. I was greatly pleased when some courses this year specifically stated the need for references, and commented where references were inappropriate (typically only website links).

7. Any additional comments?

One of the commendable features of the courses that I reviewed was their relevance and immediacy (such as E-Commerce & the online customer experience, and Social impact challenge). It is of course necessary to include 'traditional' courses in the curriculum, but it is so refreshing to see the inclusion of new and exciting course titles that reflect the changing nature of business and business education.

Signature



Form Name:	External Examiner End-of-Year Report
Submission Time:	September 12, 2025 12:49 pm
Browser:	Chrome 140.0.0.0 / Windows
IP Address:	87.200.135.119
Unique ID:	1380073326
Location:	25.0734, 55.2979

First Name	Heather Jeffrey
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Email	h.jeffrey@bham.ac.uk
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Level of Degree Program(s)	Undergraduate
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Academic Year	AY2024-25
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1. Are the academic standards on the program appropriate for the award?	The academic standards are appropriate for the award.
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2. Please comment on the comparability of the academic standards with other higher education institutions.	Hult excels other institutions when providing students with authentic and applied assessments that afford students with opportunities to gain skills that will enhance their employability. This can be further developed by incorporating a little more research informed teaching.
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3. Please comment on the comparability of the level of student performance with other higher education institutions.	Overall, students perform very well and display great creativity in completing their tasks. Evidenced based approaches to completing assessments can be strengthened.
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4. Please comment on any instances of good practice.	In Performance Psychology students complete a reflective assignment on their own performance which I believe will lead to real transformation. The CM6: Culture & Media Challenge course demonstrates excellent assessment creativity and commendable feedback practices. The course design showcases innovative approaches with its blend of report writing, mini events, event pitches, and marketing assignments, creating a dynamic learning environment that engages students in both theoretical and practical applications.
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5. Please detail any recommendations.	Further developing research informed teaching and assessment rubrics that consider evidence-based arguments/ideas/recommendation could allow students further opportunities to develop skills that will be required as technology advances in a range of areas.
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Signature

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Form Name:	External Examiner End-of-Year Report
Submission Time:	September 12, 2025 7:18 pm
Browser:	Chrome 140.0.0.0 / Windows
IP Address:	51.148.176.216
Unique ID:	1380192736
Location:	51.5435, -0.1733

First Name	Dr.Kamalavelu Velayutham
Email	kvelayutham@lancashire.ac.uk
Level of Degree Program(s)	Undergraduate
Academic Year	AY2024-25
1. Are the academic standards on the program appropriate for the award?	The academic standards are highly appropriate for the award that can be evidenced through the Learning Outcomes , rigorous assessment methods to the best of my knowledge.
2. Please comment on the comparability of the academic standards with other higher education institutions.	The academic standards of the program are notably high in comparison to those of other institutions. This is reflected in the way students are consistently challenged throughout their studies and graduate with a well-developed set of knowledge and skills that align with the expectations for their level of award.
3. Please comment on the comparability of the level of student performance with other higher education institutions.	In the modules I reviewed, students consistently demonstrated a solid understanding of subject matter, along with strong critical thinking and practical application skills. The assessment outcomes indicated a reasonably high level of performance, which aligns well with national benchmarks and reflects the academic rigor expected at this level of study
4. Please comment on any instances of good practice.	Students are encouraged to work with real-world examples which helps them connect theory to practice. The assessments are varied and inclusive, supporting different learning styles and helping students engage more deeply with the subject. Feedback is given in a timely and helpful way, which supports students' progress and encourages reflection on their learning.
5. Please detail any recommendations.	No.

6. If relevant, please comment on action taken regarding recommendations from any previous report(s).

N/A

7. Any additional comments?

I have no concerns - I'm satisfied with the modules I reviewed.

Signature

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Form Name:	External Examiner End-of-Year Report
Submission Time:	September 18, 2025 2:42 pm
Browser:	Chrome 140.0.0.0 / Windows
IP Address:	2.126.11.71
Unique ID:	1381857970
Location:	51.5597, -0.0528

First Name	Ralitsa Arnaudova
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Email	ralitsa.arnaudova@uws.ac.uk
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Level of Degree Program(s)	Undergraduate
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Academic Year	AY2024-25
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1. Are the academic standards on the program appropriate for the award?	The academic standards of the program I examine are appropriate for the level of the award. The learning outcomes are clearly aligned with the relevant qualification framework and subject benchmark statements, and assessments are designed to enable students to demonstrate achievement at the expected standard.
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2. Please comment on the comparability of the academic standards with other higher education institutions.	The academic standards on this program are fully comparable with those observed at other higher education institutions offering awards at the same level. The structure of the curriculum, the scope of assessments, and the expectations placed upon students are consistent with sector norms and align with national qualification frameworks.
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3. Please comment on the comparability of the level of student performance with other higher education institutions.	The quality of student work reviewed in the academic year has provided me with clear evidence that the program is delivering outcomes consistent with sector-wide expectations, with some student work of very high quality. Overall, the standards achieved are appropriate and comparable, on many occasions higher, than those of similar programs nationally (comparison being made with UK institutions).
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4. Please comment on any instances of good practice.	As mentioned previously, I have been on several occasions impressed with the level of student performance. The institution, and the program in particular deserves praise for attracting some really outstanding students, and for nurturing them to perform so well. The study materials introduced in the courses of the program are fully future-proof, relevant to today's environment and aligned with graduate employers and investors' expectations.
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5. Please detail any recommendations.

I think the colleagues are doing a great job to date and that shows in the results of the students. My only recommendation following observing courses for a year is that feedback to assignments remains consistent in terms of quality and quantity, and is always made available on the VLE for both the student and the external examiner to see, regardless of the method the students were assessed. I believe where there is an official or unofficial mark awarded to a student, this should always be complemented by a clear, written piece of constructive feedback. That includes students with late submissions, and any others with exceptional circumstances that don't get to submit or deliver a task the same time with the rest of the class.

6. If relevant, please comment on action taken regarding recommendations from any previous report(s).

The team has always been swift in acknowledging and answering questions raised by myself and colleagues as well as following up on recommendations.

7. Any additional comments?

I would like to say thank you to all colleagues from Hult for their hard work and dedication. It is a pleasure working with you.

Signature

A handwritten signature in black ink, appearing to be 'P. M. J.', is written on the line.

First Name	Faisal Sheikh
Email	faisal.uwaysi@gmail.com
Level of Degree Program(s)	Undergraduate
Academic Year	AY2024-25

1. Are the academic standards on the program appropriate for the award?	Indeed, the academic standards on the BBA programme are appropriate for the award. The curriculum demonstrates a strong balance between academic rigour and practical application, facilitating graduates who meet the expectations of the program. I believe the assessment methods are fair, transparent, and aligned with module learning outcomes. Notably, the program's consistency across London and American campuses reflects a coherent and credible standard appropriate for the degree
2. Please comment on the comparability of the academic standards with other higher education institutions.	The academic standards of the BBA at Hult Business School are definitely comparable with those of other recognised higher education institutions. The program benchmarks effectively against international business curricula, with clear and transparent module learning outcomes, well-structured assessments, and appropriate expectations of students.
3. Please comment on the comparability of the level of student performance with other higher education institutions.	The level of student performance in the program is comparable with that observed at other higher education institutions. Students clearly demonstrate strong and positive engagement with academic material and practical application, meeting the expected module learning outcomes for this level of study. While performance fluctuates, as is normal across institutions, the overall standard of achievement highlights the calibre expected of undergraduate business students internationally, supporting the credibility and robustness of the award.

4. Please comment on any instances of good practice.

The Hult faculty demonstrated openness to external examiner feedback, and it was particularly endearing to observe that one of my recommendations was implemented in a way that supported a student in successfully passing a module.

This open responsiveness reflects a constructive approach to maintaining academic standards and enhancing student outcomes, which is commendable and highly appreciated.

5. Please detail any recommendations.

The faculty's openness to feedback and commitment to continuous improvement are commendable and greatly appreciated.

The positive impact of these efforts on student success is evident. I encourage the team to continue the excellent work in sustaining and further enhancing the program's quality.

6. If relevant, please comment on action taken regarding recommendations from any previous report(s).

n/a

7. Any additional comments?

As ever, a big thank you to Dan Shaw for his good humour and support.

Signature

