

**The University of Leeds**  
**EXTERNAL EXAMINER'S REPORT**  
**ACADEMIC YEAR: 2010– 2011**

**PART A: GENERAL INFORMATION***Subject area and awards being examined:***School of:****Programme(s) / Module(s):**

LUBS 0070, 1080,1090, 1170, 1885, 2030, 2045, 2660, 3004, 3070, 3080.

**Subject(s):**

awards: (e.g. BA/BSc/MSc etc.)

BA Management and related single and joint programmes

The completed report should be attached to an e-mail and sent as soon as possible, and no later than 6 weeks after the relevant meeting of the Board of Examiners, to [exexadmin@leeds.ac.uk](mailto:exexadmin@leeds.ac.uk).

Alternatively you can post your report to:

**Head of Academic Quality and Standards,  
Academic Quality and Standards Team,  
Room 12:81, EC Stoner Building,  
The University of Leeds, Leeds LS2 9JT**

**PART B: COMMENTS FOR THE INSTITUTION ON THE EXAMINATION PROCESS AND STANDARDS*****Matters for Urgent Attention***

*If there are any areas which you think require urgent attention before the programme is offered again please note them in this box.*

No matters for urgent attention, although I haven't personally seen previous exam papers and so cannot comment whether the previous external examiners' suggestions about a policy for avoiding repetition of questions on exam papers has been addressed.

***Only applicable in first year of appointment***

*Were you provided with copies of previous relevant External Examiners' reports and the response of the School to these?*

I have been provided with copies of the most recent external examiners' comments but I don't think I have seen the University's response to these.

***For Examiners completing their term of appointment***

*Please comment on your experience of the programme(s) over the period of your appointment, remarking in particular on changes from year to year and the progressive development and enhancement of the learning and teaching provision, on standards achieved, on marking and assessment and the procedures of the School.*

## Standards

**1. Please indicate the extent to which the programme aims and intended learning outcomes (ILOs) were commensurate with the level of the award?**

- *The appropriateness of the intended learning outcomes for the programme(s)/modules and of the structure and content of the programme(s);*
- *The extent to which standards are appropriate for the award or award element under consideration.*

The intended learning outcomes appear to be commensurate with the level of the award.

**2. Did the aims and ILOs meet the expectations of the national subject benchmark (where relevant)?**

- *The comparability of the programme(s) with similar programme(s) at other institutions and against national benchmarks and the Framework for Higher Education Qualifications.*

They appear to be comparable to similar programmes at our own institution and others.

**3. Please comment on the assessment methods and the appropriateness of these to the ILOs?**

- *The design and structure of the assessment methods, and the arrangements for the marking of modules and the classification of awards;*
- *The quality of teaching, learning and assessment methods that may be indicated by student performance.*

Assessment strategies are weighted significantly towards exams, but are appropriate to assess the achievement of ILO's.

**4. Were students given adequate opportunity to demonstrate their achievement of the aims and ILOs?**

- *The academic standards demonstrated by the students and, where possible, their performance in relation to students on comparable courses;*
- *The strengths and weaknesses of the students as a cohort.*

Student performance is strong, with relatively few failures. This is my first year in the role and so I haven't as yet been able to form a view on whether this is because the cohort is generally strong (good A-level point students) or whether it is down to sound academic standards - probably a combination of both.

**5. For Examiners responsible for programmes that include clinical practice components, please comment on the learning and assessment of practice components of the curriculum**

Not applicable.

**6. The nature and effectiveness of enhancements to the programme(s) and modules since the previous year**

*It would be particularly helpful if you could also identify areas of good practice which are worthy of wider dissemination.*

As this is my first year it is difficult to comment on enhancements. I found it helpful where markers had written comments on scripts which helped me to follow thought processes and see how marks had been awarded.

**7. The influence of research on the curriculum and learning and teaching**

*This may include examples of curriculum design informed by current research in the subject; practice informed by research; students undertaking research.*

Content seems up to date with current research on the whole; in some modules the use of case studies that are somewhat out of date may be worth thinking about updating.

## ***The Examination Process***

8. **The University and its Schools provide guidance for External Examiners as to their roles, powers and responsibilities. Please indicate whether this material was sufficient for you to act effectively as an External Examiner?**

- *Whether external examiners have sufficient access to the material needed to make the required judgements and whether they are encouraged to request additional information.*

I have been provided with a lot of useful information and I am sure that any uncertainties I have had are down to my not taking it all in the first time around! Staff at LUBS have been very supportive in offering advice and assistance to enable me to make the required judgements.

9. **Did you receive appropriate documentation relating to the programmes and/or parts of programmes for which you have responsibility, e.g. programme specifications or module handbooks?**

- *The coherence of the policies and procedures relating to external examiners and whether they match the explicit roles they are asked to perform.*

Yes, information was readily available and appears to be coherent..

10. **Was sufficient assessed/examination work made available to enable you to have confidence in your evaluation of the standard of student work?**

Yes, sufficient work was made available to enable me to have confidence in my evaluation of student work.

11. **Were the administrative arrangements satisfactory for the whole process, including the operation of the Board of Examiners?**

This was excellent. Everyone was extremely efficient, and very supportive.

12. **Were appropriate procedures in place to give due consideration to mitigating circumstances and medical evidence?**

Yes they are transparent and appropriate, and I find it refreshing to see that such issues can be debated by the Board.

### ***For Examiners involved in Mentoring Arrangements***

*If you have acted as a mentor to a new external examiner or have received mentor support please comment here on the arrangements.*

### ***Other Comments***

*Please use this box if you wish to make any further comments not covered elsewhere on the form.*

I would like to thank everyone for their help and for making me feel welcome. It would be good to have the opportunity to meet with module leaders at some point and discuss the modules.



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W [www.leeds.ac.uk/lubs](http://www.leeds.ac.uk/lubs)



**UNIVERSITY OF LEEDS**

November 2011

Dear

Thank you for your external examiner's report and comments regarding modules delivered on our undergraduate programmes in Management during session 2010/11.

We appreciate that the start of a tenure as external is a period where it is hard to make judgements with regard to previous practice, and appreciate the time and effort you have put into assisting us with our programmes. It is good to note that, even at this early stage, you have a positive view of the programmes and the quality of the modules you are working with.

Thank you also for your helpful comments with regard to both the level of examination assessment and the availability of clear feedback to you, as external, on the marking of examination scripts. These have been passed to the course team and will form a part of the programme review.

I have noted that you were not provided with copies of the school responses to earlier reports and have asked that the most recent be sent on to you.

Again, thank you for your involvement with the School, and for your report. We all look forward to working with you over the remainder of your tenure.

Yours sincerely

Professor Peter Moizer  
Dean, Leeds University Business School