

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

**PART A: GENERAL INFORMATION***Subject area and awards being examined:*

<b>School of:</b> Business	<b>Subject(s):</b>
<b>Programme(s) / Module(s):</b> <b>Business programmes/modules in industrial relations, organizational behaviour, psychology, human resource management, personal development &amp; law</b>	<b>awards: (e.g. BA/BSc/MSc etc.)</b> <b>BSc</b>

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.*

None

***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?*

***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.*

I have been extremely impressed with the process of assessment and examination at Leeds. It is extremely well administered and imaginative and appropriate forms of assessment are used across modules. Students' work is assessed rigorously and fairly. There have been notable developments in the process of assessment while I have been an examiner, such as the introduction of feedback to failing students. All of these changes have been carefully considered and well-introduced.

## 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.*

Aims and ILOs were appropriate to the modules that I examined

**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.*

The aims and ILOs met the expectations of national subject benchmarks and are equivalent to those at other institutions

**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.*

The assessment methods are well-designed and appropriate for the subjects taught. There is copious evidence of good teaching and assessment. Much of the feedback given to students on assignments is exemplary

**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.*

Students were given the opportunity to demonstrate their achievement of aims and ILOs. The groups of students whose work I assessed were of a high standard compared to equivalent institutions. At the top end of the range there is some excellent work from motivated and well educated students. Those failing often seem to lack English language and study skills and I inferred were typically international students. The implication, which I have raised before, is that the University should pay greater regard to the capability of international recruits: it does not strike me as fair or reasonable to take on students who may struggle or fail.

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

**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.*

I was impressed with the research project module and would like to see more students being encouraged to take this. Assignment marking on several modules, including the equality and diversity module, was really excellent with good feedback provided from both assessors.

**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.*

There is strong evidence throughout of research-led teaching and of students using original research sources to complete assignments and prepare for examinations

## **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 was provided with sufficient information to act as an external examiner

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.*

I received appropriate documentation in good time

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

Sufficient assessed work was made available to me

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

I was not able to attend the Board this year but in previous years it has run very well. As this is my last year I would like to draw attention to the excellent work of <<<>>. I have dealt with <<>> for four years and throughout she has been a model of efficiency and good humour. <<>> is a great asset to LUBS.

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

I cannot comment on this, this year I'm afraid due to my attendance at the SASE conference on the day of 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 have enjoyed my time as an examiner at Leeds. I've learnt a lot and seen evidence of excellent practice in University teaching and assessment. My job has been relatively easy and I have made few critical comments or suggestions for changing assessment processes. I have examined at a number of universities and in previous cases have made lots of suggestions and been much more interventionist. At Leeds this has not been necessary.*

Leeds University Business School

Maurice Keyworth Building  
University of Leeds  
Leeds LS2 9JT



**UNIVERSITY OF LEEDS**

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

November 2011

Dear

**RE: External examiners report**

Many thanks for your external examiner report. We were very pleased to read the positive comments you made concerning your experiences as external examiner at Leeds over the last four years. We pride ourselves on the quality of our learning and teaching administration and practice, so positive words are affirming and well received. I particularly note your praise of the innovative approach the teaching team have taken to learning and assessment. Developing this area has been a key part of our programme strategy, so your comments are particularly welcome. We also welcome the praise of \_\_\_\_\_ and the work of the undergraduate office.

You mention that some of our students struggle to meet the English standard required. In this regard, I would like to highlight our new "Head of First Year" arrangements, which are intended to pick up underperformance at an early stage. Hopefully this innovation will prove beneficial in addressing your concerns. We do have high entry and English language standards, compared to similar institutions, but, we have implemented additional safeguards, such as the Head of Year roles, which will allow us to be more proactive in identifying and supporting less able students.

Finally, I wish to offer sincere thanks for all your work as external examiner at LUBS. Your speedy responses and collegial approach has been welcomed by \_\_\_\_\_ and the Programme Team. The Programme Team are also very thankful of your efforts and have seen your input as very beneficial and supportive.

Yours Sincerely,



Professor Peter Moizer  
Dean, Leeds University Business School