

**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> LUBS	<b>Subject(s):</b> International Business
<b>Programme(s) / Module(s):</b>	<b>awards:</b> (e.g. BA/BSc/MSc etc.)
Undergraduate programme, International Business Modules	

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?*

Yes

***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.*

These modules are run very efficiently – marking and assessment have been excellent.

## 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 learning outcomes have been realistic and were achieved. The standards are appropriate for the level.

**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.*

Yes

**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.*

Mixed and varied assessment methods were used that worked very well and were most appropriate.

**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.*

Yes, as a whole it has been a coherent group with a consistent level.

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

NA

**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.*

A variation in examination and assessment methods have been particularly good.

**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.*

NA

## ***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.*

Yes

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

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

Yes

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

Yes, excellent

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

Yes

### ***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.*

NA

### ***Other Comments***

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

*As a whole a good experience as everything worked smoothly.*

Leeds University Business School

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**UNIVERSITY OF LEEDS**

November 2011

Dear

Please find enclosed the response to your External Examiner's report for the BSc International Business.

Yours sincerely

## **Response to External Examiner's Report on BSc International Business degrees**

The response of the Programme Director to the External Examiner's Report of for the academic year 2010/11 is as follows.

report covers the BSc International Business, BSc International Business and Economics, and BSc International Business and Finance programmes and their constituent modules delivered by the International Business division. report is brief and to the point. It indicates that has no concerns regarding anything that requires urgent attention. Encouragingly, it highlights the fact that believes the modules to have been delivered very effectively, and that the marking and assessment have been, in words, excellent. also draws attention to the fact that the programme of study sets realistic learning outcomes that have been achieved by our teaching and which are reflected in the performance of students on the modules. goes on to write that our academic standards are appropriate for the level (by which, I assume, he means Level 1, since these were the only modules that currently is responsible for reviewing), and that the variety of assessment methods used is commendable and appropriate for evaluating student performance and their learning. The latter point concerning the variety of assessments used is later commented on by as being particularly praiseworthy. This is pleasing to see, since care was taken when designing the Level 1 programme of study that a mix of assessment methods would be used to evaluate a broad range of capabilities and understanding in an intellectually-engaging and stimulating way. Overall, the comments of are positive and, reading between the lines, congratulatory. Certainly, there is nothing to suggest that any direct action needs to be taken in light of report.

It is important, however, that we do not rest on our laurels. With this in mind, it is my intention to form a focus group from our current Level 2 students on each of the BSc IB programmes in order to obtain informal feedback on how the first year went from their perspective, including how we might improve the induction week activities in preparation for formal study. It should also be noted that has stepped down from his External Examinership role, and we are currently looking for a replacement.

On behalf of the International Business division and other teaching staff involved in the delivery of the programmes, I would like to thank for diligence, attention and support during his spell as our External Examiner.

Adam Cross

*Programme Director, BSc International Business and variants.*

*International Business Division*

*Leeds University Business School*