

The University of Leeds

EXTERNAL EXAMINER'S REPORT

ACADEMIC YEAR: 2010– 2011

PART A: GENERAL INFORMATION

Subject area and awards being examined:

School of:	Business	Subject(s):	Management
Programme(s) / Module(s):		Awards: (e.g. BA/BSc/MSc etc.)	BA/BSc
LUBS2195 Introductory Modelling for Management 2		BSc Accounting and Management	
LUBS3050 Information Management in Organisations		BSc Economics and Management	
LUBS3885 Management Decision Making		BA Human Resource Management	
LUBS3970 Fundamentals of Operations Management		BA Management	
LUBS3980 Operations Management		BA Management with Marketing	
		BA Management with Transport	
		[And so on]	

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.

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?

Copies of (four) previous External Examiners' reports were provided. Documents relating to the response(s) of the School were not included as far as I am aware.

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.

Not applicable.

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 were appropriate for the content of the programme(s) and the level of the award(s).

- 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.*

Aims and intended learning outcomes were appropriate for the general business/management benchmark and are equivalent across other similar modules/programmes/institutions with which I am familiar.

- 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.*

Across the modules I was responsible for, a range of assessment methods were used which were appropriate for assessing students' achievement of the intended learning outcomes.

- 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 – students were given adequate opportunity to demonstrate their achievement of the aims and intended learning outcomes.

- 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 was the first year of my tenure as external I am not able to comment on the nature and effectiveness of 'enhancements' to programme(s)/module(s) since the previous year.

- 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.

No specific comments on this issue at this (early) stage in my tenure as external.

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 – the materials provided were sufficient for me to act effectively 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.*

Yes – the materials provided (eg module handbooks) were appropriate and facilitated my role as External Examiner.

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

Yes – the volume and selection of the sample of students' work sent to me for review was sufficient for me to have confidence in my evaluation of the standard of student(s) work. The sample of work sent to me covered the various assessments undertaken by students; and spanned the range of marks awarded (eg from 'fails' to '1*').

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

Yes. Materials were provided well in advance of the Board.

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

Appropriate procedures were in place and mitigating circumstances/medical evidence were/was (appropriately) discussed and dealt with in an even handed and fair manner.

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.

Not applicable.

Other Comments

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

I started my tenure as external in December 2010 so, at the time of writing this, have still to see through a 'full cycle'. My impressions so far are positive: both administrative and academic staff were promptly provided me with materials and answer my questions.

Leeds University Business School

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W www.leeds.ac.uk/lubs



UNIVERSITY OF LEEDS

Dr Peter Duncan
Glasgow School for Business and Society
Glasgow Caledonian University
Cowcaddens Road
Glasgow
G4 0BA

November 2011

Dear Dr. Duncan,

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.

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