

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): Advertising & Marketing
Programme(s) / Module(s): MA Advertising & Marketing	awards: (e.g. BA/BSc/MSc etc.)

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?

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.

N/A

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 programme is well structured and the content covers appropriate material. The modules are well-designed. The aims and ILOs are appropriate for the programme and made clear. Standards are appropriate for 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.*

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.*

It is good to see that a variety of assessment methods is used across the modules in the programme. The coursework briefs and examination papers are sufficiently challenging yet fair and are appropriate to the ILOs. There was evidence of internal moderation for the sample of assessments sent to me, which included examples of some good student feedback. Overall I found the standard of marking to be 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, students are made aware of assessment bandings throughout the programme. The academic standards demonstrated by students' performance indicate that they are comparable with those elsewhere.

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

N/A

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.

This is my first year of appointment and I am not aware of any enhancements.

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 evidence of research-led teaching.

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, the School's administration provided me with sufficient material for scrutiny for each semester and resits.

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

Yes

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

Yes, a couple of cases were brought to this year's External Exam Board for due consideration.

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.

N/A

Other Comments

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

The module documentation is clear, consistent and of a very high standard.

I did find some inconsistencies with some of the marks recorded on spreadsheets for sample assessments. However when these were highlighted, they were dealt with internally and a satisfactory response was received from the School's administration.

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24 February 2012

Dear <<>>,

I would like to take this opportunity to thank you on behalf of the marketing team for your recent External Examiner Report. I am pleased that you find no areas of concern.

We welcome your positive comments on programme aims and learning outcomes, standards, module documentation and assessment methods. We will aim to ensure that all spreadsheets reflect any changes to marks as a result of internal moderation and thank you for your forbearance on this matter in relation to the cases you highlighted.

We hope that your first year as an External at LUBS has been a positive one and look forward to working with you over the next academic year.

Many thanks once again for your support.

Yours sincerely

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Dean, Leeds University Business School

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