

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): International Marketing Corporate Communications & PR
Programme(s) / Module(s): International Marketing Management Corporate Communications & Public Relations	awards: (e.g. BA/BSc/MSc etc.) MSc MA

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?

Not Applicable

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.*

I confirm that the intended learning outcomes were met by the appropriate standards.

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 were comparable to similar programmes in the UK at other institutions that I am familiar with.

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 design, structure and assessment of examinations were appropriate with clear use of double marking. The quality of the teaching, learning and assessment methods as demonstrated by student performance were of a very high standard.

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.*

There were a range of opportunities to demonstrate student achievement of aims and ILOs from essay questions, theoretical and/or practical assignments and dissertations. The overall standards were extremely high with a range of strengths and weaknesses and would be expected on these and similar programmes at other universities.

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.

The integration of much of the conceptual and practical work with the company-based assignments was extremely well done. It is not easy to set up company-based projects and these were implemented extremely well.

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.

Across both programmes there is clear evidence of updating material to reflect changes brought about by developments on the Web which is greatly affecting management research and practice.

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 access to the materials needed to make required judgments.

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.*

Course outlines and comprehensive assignment breakdowns accompanied all student scripts.

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

The work sent to me reflected a range of achievement and was clearly identified in the documentation and gave me confidence in my evaluation of standards.

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

All the pre-Board arrangements were perfectly satisfactory with the materials arriving in good time before the Board. (I cannot comment on the Board as I was unable to attend due to attending a funeral).

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

I was not party to this discussion but understand that mitigating circumstances and medical evidence are dealt with comprehensively at the internal exam 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.

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24 February 2012

Dear <<>>

Thank you for the recent report.

It is very pleasing to read your very positive and supporting report highlighting the high standards of our assessments and student performance in the various areas of the programme. We particularly welcome the positive comments you have made about the practical and applied nature of our assignments, report and dissertations. We also note your kind appreciation of the administrative support the programme receives from our taught postgraduate office staff.

We welcome the very positive comments you have made about the programme as a whole as highlighted in your report.

Thank you.

Yours sincerely

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Dean, Leeds University Business School

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