

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 School	Subject(s): MA HRM; MA Diversity Management
Programme(s) / Module(s): All relevant modules on the following:	awards: (e.g. BA/BSc/MSc etc.) MA
<ul style="list-style-type: none"> • MA in Human Resource Management • MA in Diversity Management 	

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.

The modules on both MA programmes compare favourably with other similar masters programmes that I am familiar with at other leading institutions, both in the UK and internationally. The course materials and feedback to candidates is of a very high standard.

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.*

Both MA programmes are clearly structured and the learning outcomes all fit with a high quality masters degree.

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 degree is compatible and exceeds the standards and benchmarks such as those required by the Chartered Institute of Personnel and Development.

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.*

Assessment methods were variable, combining different pedagogical features that add to the quality of the students' learning experience and skill development.

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 performed well across the range of grades. Weaker and failed candidates were provided with constructive feedback and guidance.

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.

The integration of skills-based assessments on the CIPD modules complements the high academic standards.

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.

It is evident across the modules on both programmes that teaching is research-led and faculty staff teaching on the programme are themselves key contributors in the discipline area. Furthermore, opportunities for research development are built into student tasks and learning activities.

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.*

Sufficient material was provided in an efficient and timely manner.

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. These were comprehensive, up to date and high informative.

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.

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.

N/A

Other Comments

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

The MA degrees in Human Resource Management and Diversity Management are exemplars of high quality masters degrees that would be expected at such a leading UK university such as Leeds University Business School. Students seem highly engaged in their learning and this is clearly linked to the leading scholarly contributions to the discipline area by faculty staff teaching on the programme.

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24 February 2012

Dear <<>>,

I would like to thank you, on behalf of staff involved on the MA Human Resource Management and Diversity Management Programmes, for undertaking the role of external examiner 2010/11.

Your feedback this year was a pleasure to receive. Your comments were encouraging both in terms of the quality and content of our programme. I am very pleased to hear that you think our Masters degrees are exemplars of high quality and compare favourably with programmes at other leading institutions in the UK and that our students appear to be highly engaged learners due in part to the scholarly efforts of WERD teaching staff. We appreciate your positive feedback and will keep in mind your constructive feedback about marking further into the distinction category with our dissertations in future cohorts.

Thank you again for your encouraging feedback. I am pleased that you found both the academic content and programme administration of a high standard.

Yours sincerely

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Dean, Leeds University Business School