

## The University of Leeds

### EXTERNAL EXAMINER'S REPORT

ACADEMIC YEAR: 2012– 2013

#### Part A: General Information

##### Subject area and awards being examined

Faculty / School of:	Leeds University Business School
Subject(s):	<i>MA Human Resource Management</i> <i>MA Diversity Management</i> <i>MSc Management</i> <i>MSc Business Management (Heilbronn)</i> <i>MBA Full-Time; Executive MBA</i> <i>MSc International Business</i>
Programme(s) / Module(s):	LUBS5320M Training & Development; LUBS5330M HRM; LUBS5335 Industrial Relations; LUBS5360 Gender & Equality at Work; LUBS5365M Diversity Management; LUBS5375 Dissertations HRM; LUBS5240M HRM International Perspective; LUBS5307M Research Methods & Practice; LUBS5315M Occupational Psychology; LUBS5325M Employment Law; LUBS5760M HRM; CIPD Pathway
Awards (e.g. BA/BSc/MSc etc):	MA; MSc; MBA

##### Completed report

The completed report should be attached to an e-mail and sent as soon as possible, and no later than six 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?*

##### **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*

Consistency in marking is a high quality distinctive feature. Developments and changes to modules shows leading edge knowledge and scholarship

## 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.*

Standards are appropriate and reflective of high quality M-level learning with modules aims supporting programmatic objectives.

**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 programmes reviewed exceed national benchmarks for comparable programmes such as the professional standards set 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.*

A range of suitable and challenging assessments reflected different learning styles and pedagogies. Quality of teaching seems to be excellent.

**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.*

Student performance reflected consistent distinction between high and low performing candidates and high performing candidates were evident across multiple modules.

**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. Please comment on 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. The idea of quizzes and academic referencing/writing supports for non-national/students whose first language is not English is commendable.

**7. Please comment on 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 all the modules on the respective post-graduate programmes I have reviewed, research and elements of research-led teaching is evidently prioritised. Most of faculty teaching these module are leading researchers in their own right and this enhances the quality of learning for students.

## For Examiners involved in mentoring arrangements

**8. 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

## The Examination/Assessment Process

9. 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

10. 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, marking criteria?

- *The coherence of the policies and procedures relating to External Examiners and whether they match the explicit roles they are asked to perform.*

Yes

11. Were you provided with all draft examination papers/assessments? Was the nature and level of the questions appropriate? If not, were suitable arrangements made to consider your comments?

Yes

12. Was sufficient assessed / examined work made available to enable you to have confidence in your evaluation of the standard of student work? Were the scripts clearly marked/annotated?

Yes

13. Was the choice of subjects for dissertations appropriate? Was the method and standard of assessment appropriate?

Yes

14. Were the administrative arrangements satisfactory for the whole process, including the operation of the Board of Examiners? Were you able to attend the meeting? Were you satisfied with the recommendations of the Board?

Yes

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

Yes

## Other comments

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

The range of modules across the post-graduate programmes signals that Leeds University Business School as a leader in its field, both nationally and globally. Academic rigour is quite rightly a priority and effective student support systems for academic standards are help maintain the high academic standards.

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**Monday, January 20, 2014**

Dear <>

Thank you for acting as external examiner for the LUBS MA in HRM and Diversity Management programmes. We have very much valued your input into the programmes through your comments on assessments, through your reports and through your participation in the exam boards.

Thanks for your comments on the examination process and standards. I'm very pleased to see that there are no immediate matters to attend to and that throughout the term of your appointment you have found marking to be consistent and standards to be high.

The programme team aims to deliver MA degrees that are academically rigorous and of a high standard. We seek to maintain standards in the delivery and assessment of our programmes and to develop them in innovative ways. It is very reassuring to see comments to suggest that we have been doing this well throughout the term that you have been an examiner.

Many thanks again for your scrutiny of and input to the MA programmes during your term.

Yours Sincerely,

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Dean, Leeds University Business School