

The University of Leeds

EXTERNAL EXAMINER'S REPORT

ACADEMIC YEAR: 2011– 2012

Part A: General Information

Subject area and awards being examined

| | |
|-------------------------------|---|
| Faculty / School of: | Leeds University Business School |
| Subject(s): | <i>Marketing</i> |
| Programme(s) / Module(s): | LUBS5210M Marketing Management, LUBS 5250M Management Dissertation (Marketing), LUBS 5251M Project/Dissertation (marketing area), LUBS 5410M Marketing Strategy (including August), LUBS 5422 Consumer Behaviour Across Cultures, LUBS 5465M Marketing strategy (inc. August), LUBS5495M Dissertation, LUBS5748 Marketing Management, inc. August, LUBS5755 Sales Management, LUBS 5776M Global Marketing, LUBS 5799M MBA projects (marketing area), and LUBS 5851M Marketing |
| Awards (e.g. BA/BSc/MSc etc): | MSc International Marketing Management, MA Advertising and Marketing, MSc Management, MBA and Executive 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.

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

There are no serious issues for concern that need bringing to your attention.

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.*

The intended outcomes and standards are challenging and realistically appropriate for students at this level.

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 for which I am examiner for several modules compare favourably to other institutions and meet the standards of the Framework for Higher Education Qualifications.

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.*

Staff design and develop a range of assessments that are applicable at this level. Much of the work is applied but requiring a sound theoretical underpinning. There is a useful supportive infrastructure to facilitate learning outside the classroom. Feedback is often demonstrated through a detailed profile analysis.

Although comments made are usually appropriate, I believe feedback from a few staff is too general and I suspect the profile analysis might encourage this. Many staff made additional effort to report on how good pieces of work can be improved in very specific areas.

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.*

Statistical distributions reveal a good spread of marks with a high proportion achieving very good grades. Considering the international mix of students at LUBS, their performance probably exceeds that at institutions of a similar composition. This is clearly a credit to the staff which I reiterate.

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 strictly applicable.

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.

I have found over my three years that staff are eager to correspond with me and reply to any comments I make in module questions, assignments, or grading.

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.

The range of research methods used is most evident in projects and dissertations, and surely must reflect the expertise of supervisory support.

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

Although I recently agreed to take on this role, I have yet to be approached by any staff.

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.*

As I mentioned in last year's report, I found the guideline dates for external roles to be particularly helpful. Generally the procedures and organisation at LUBS enable me to act in an unrestricted way. However, the aims of the module reports seem to be somewhat uncertain.

The module reports invite externals to make adjustments to module marks should they feel the need to do so. However the closeness between examining and the Exam Boards (usually Externals arrive the day before) makes this somewhat impractical to administer. As a corollary, I have never considered an external's role to alter the marks of a sample of scripts since it would invite the retaliatory response that the entire batch should be subjected to a similar process. I mention this only because you may wish to revise what you need from the module reports.

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.*

The administrative team are very reliable with respect to both communication and documentation. There are no nasty surprises. Thank you!

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?

I believe that all exam papers / assessments were forwarded for comments. In all cases, administrative support has also encouraged me to make comments on module assessments throughout the year. These comments generally sought clarification to a question, or to guidance on the supportive role given to students. I was generally satisfied with the replies I received.

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?

I had sufficient time to review the samples of scripts and projects allocated to me. There was evidence to suggest consistent marking throughout the majority of work sampled. My caveat is that some staff appear reluctant to make sufficient comments on scripts. This sometimes makes it more difficult for external examiners to understand the viewpoint of the internal examiner. Perhaps a need to benchmark the best practice could be suggested?

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

The topics chosen for dissertations were very apt, offering ample opportunity for students to excel. Students were advised on how they were marked, with methods and assessment standards appropriate at this level.

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?

The administrative arrangements were excellent. I attended the Board of Examiners which ran very smoothly. I was satisfied with the recommendations of the Board.

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

Where mitigating circumstances emerged, the Board gave ample consideration to each student. I believe this was performed with fairness.

Other comments

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

No further comments necessary.

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04 March 2013

Dear <>,

Thank you for the recent report. We appreciate your comments on assessment, dissertations, the high quality of teaching and the high standard of work produced from our international mix of students, together with the professionalism and dedication of our staff.

In relation to feedback on assessed work, we have attempted to address your comments from last year and feel progress has been achieved but note your points about generality in a few cases and the need for more comments on exam scripts and will highlight these at the next divisional learning and teaching meeting. We also note your comments about the detail of module reports and examiner capacity to change marks. This is a central policy and we will forward your comments.

We welcome the positive comments you have made about the programme as a whole both in your report and your deliberations at the Examination Board. We will always take your constructive suggestions into account with a view to enhance student experience on the programme.

Thank you.

Yours sincerely

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Dean, Leeds University Business School

The University of Leeds
EXTERNAL EXAMINER'S REPORT
ACADEMIC YEAR: 2011-12

PART A: GENERAL INFORMATION*Subject area and awards being examined:*

| | |
|---|---|
| School of: | Subject(s): International Business |
| Programme(s) / Module(s): Msc Management MSc International Business MBA | awards: (e.g. BA/BSc/MSc etc.) |

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**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.

Over the period of my appointment I have been consistently impressed with the learning and teaching provision in International Business at LUBS. Starting on a very high level when I started as external, there have been year-on-year improvements with an increasing variety of modules as well as teaching, learning and assessment strategies that were also always thought-through, well-justified and appropriate for the programme level and the stated learning outcomes. The marking has always been to a very high standard and the amount and quality of feedback given to students exemplary.

I would also like to highlight the professional administration of the programmes over my period of appointment. All the individuals I have dealt with over the past three years, but <> and <> in particular, have been extremely friendly, helpful, professional and efficient.

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.*

All the learning outcomes were appropriate for the programme(s)/modules and the structure and content of the programme(s). The standards were in line with the type of 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.*

Both aims and ILOs were comparable with those at other institutions I have been external examiner in the past.

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.*

All assessment methods were appropriate to assess the ILOs. As I mentioned in my general comments above, teaching staff at LUBS have to be commended for their enthusiasm and dedication in developing creative and very topical assignment and exam questions.

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

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.

I have constantly been impressed by the strong integration of current research into the curriculum which I consider good practice and sets the teaching of IB at LUBS apart from other institutions where I have acted as external examiner.

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.

See previous comment.

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.*

All materials I was provided with were sufficient for this purpose.

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

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.

Other Comments

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

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Dear <>,

Thank you very much for such positive feedback on our programmes and for your invaluable input throughout your term as external examiner in LUBS. We very much appreciate your help and support.

It has been a pleasure working with you over the past three years

Yours sincerely,

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Dean of Leeds University Business School

The University of Leeds**EXTERNAL EXAMINER'S REPORT**

ACADEMIC YEAR: 2011– 2012

Part A: General Information**Subject area and awards being examined**

Faculty / School of:

Leeds University Business School

Subject(s):

Programme(s) / Module(s):

Awards (e.g. BA/BSc/MSc etc):

Completed report

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Academic Quality and Standards Team

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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

There are no matters for urgent attention.

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

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.*

Programme Aims and Intended Learning Outcomes have been appropriate.

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.*

Programme Aims and Intended Learning Outcomes have met the national subject benchmark.

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.*

Overall the assessment methods have been appropriate. I did make a comment regarding a module where an essay was set as a re-sit assignment. In this case I wondered whether an essay would measure the extent the student has learned enough about the module's subject area, when compared with the extensive measurement that had taken place with the first assessment.

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 have been given adequate opportunity to demonstrate their achievement of the Aims and ILOs.

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.

See under point 7 below.

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.

This is a tricky area. With regard to the strategic management modules that I examined, LUBS relies to a large extent on teaching fellows. I did make a remark last year about this. The Dean eventually replied that these teaching fellows are involved with active researchers in the strategy subject area and are being exposed to research that is taking place within the School. What was also mentioned is the development of a research group to address management education. However, research into management education is not research into strategic management. I am ready to assume that teaching fellows know enough about the strategic management basics to make them capable educators. Nevertheless, when the bulk of the teaching is being done by members of staff who are not active researchers in the subject area, it is difficult to maintain that the teaching is research led.

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

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.*

This has been sufficient.

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.*

I have received appropriate documentation.

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?

As far as I know, I was provided with all draft examination papers and assessments.

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?

Sufficient assessed / examined work has been made available.

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

The choice of subjects has been appropriate.

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?

The administrative arrangements have been satisfactory. This time I was not able to attend the meeting.

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

From what I have been told, due consideration appears to have been given. I was not able to observe this myself.

Other comments

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

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04 March 2013

Dear <>

Thank you for your Annual External Examiner's Report for the 2011-12 session relating to the Research Methods, Strategic Management and Executive Skills modules on our MSc Management and MBA programmes. We appreciate and have noted all of your comments.

It is good to note that you felt the standard of work to be high overall.

We have noted your concerns about the high proportion of teaching being undertaken by Teaching Fellows and have taken steps to address the issue. As of this year (2012/13) the Strategic Management module on the MSc. Management is being led, and largely delivered by the newly appointed Professor of Strategy, supported by two lecturers from the newly formed Strategy subject group within the Management Division. All are actively involved in academic research as well as on-going work with practitioners in the field. We intend that this will lead to the inclusion of leading edge and contemporary strategic theory into the syllabus.

The situation is somewhat different on the MBA where the post-experience students value insights from practice integrated with theory. I am delighted to report that the student feedback on both the FT MBA and Executive MBA Strategic Management modules this year was exceptional. The colleagues involved have the rare gift of being able to combine theory and practice in a way that is meaningful to MBA students. Indeed one of our Executive MBAs, a senior hospital consultant, has reported recently that the Strategic Management module has transformed the way he thinks about his work and his organisation and has given him the confidence to challenge others.

At Leeds University Business School, we endeavour to maintain and continuously improve the quality of our programmes and administrative procedures. Your helpful oversight and feedback is essential to us in that task and we appreciate your input very much.

Yours sincerely,

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Dean
Leeds University Business School

The University of Leeds

EXTERNAL EXAMINER'S REPORT

ACADEMIC YEAR: 2011– 2012

Part A: General Information

Subject area and awards being examined

| | |
|-------------------------------|---|
| Faculty / School of: | Business |
| Subject(s): | HRM/Organizational Behaviour |
| Programme(s) / Module(s): | Human Resource Management Human Resource Management: An international perspective Managing Change Understanding Organizations Organizing and Managing for Performance Management Consultancy |
| Awards (e.g. BA/BSc/MSc etc): | MBA full-time MBA Executive MSc Management |

Completed report

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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?

N/A

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

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 am confident that the aims and intended learning outcomes are commensurate with and appropriate to the programmes and awards to which modules relate.

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 ILOs did indeed meet national subject benchmarks and are equivalent to those of similar Schools/programmes of which I am aware.

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.*

No substantive concerns, Assessments were generally appropriate and clear and direct for students. Assessment on occasion appeared somewhat complicated but an academic rationale was always related to this. Generally students' performance suggested a high quality of teaching, learning and assessment methods.

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 were given adequate opportunity to demonstrate their achievement of aims and ILOs and the overall academic standard of the scripts I was able to review were good. I noted no particular strengths or weaknesses.

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.

No substantive or particular changes noted.

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.

I have the impression that the influence of research is high and that the curriculum and students learning is clearly informed by and engaged with academic research.

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.

It was

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?

Drafts were all provided. Nature and level of questions appropriate and my comments were restricted to suggestions/request for clarification which were responded to effectively.

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?

Sufficient scripts available and first and second marking was clearly evidenced.

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

Choice of subjects and methods and standard of assessment of dissertations viewed were appropriate.

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?

Administrative arrangement excellent, though I was unable to attend the meeting of the Exam Board.

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

Cannot comment.

Other comments

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

None

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04 March 2013

Dear <>,

Thank you for your Annual External Examiner's Report for the 2011-12 session relating to Human Resource Management, Organizational Behaviour, Managing Change and Consultancy modules on our MBA and MSc Management programmes. We have noted your comments and we are delighted to see that they are favourable throughout.

At Leeds University Business School, we endeavour to maintain and continuously improve the quality of our programmes and administrative procedures. Your helpful oversight and feedback is essential to us in that task and we appreciate your input very much.

Yours sincerely,

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Dean
Leeds University Business School