

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):	
Programme(s) / Module(s):		awards: (e.g. BA/BSc/MSc etc.)	
EMBA		MBA	
MBA		MBA	
MSc Management		MSc	
MSc Business Management		MSc	
LUBS 5220M Knowledge Management for Managers			
LUBS 5236M Operations and Innovation Management			
LUBS5799M MBA Project			
LUBS5237M Operations Management			
LUBS5239M Executive Skills			
LUBS 5712M Management of Projects			
LUBS5730M Entrepreneurship and Innovation			
LUBS 5803M Business Excellence			
LUBS5833M Executive Skills			
LUBS5755M Executive Skills			

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.

N/A

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.*

The learning outcomes for the above programmes and modules are appropriate to the level examined. The structure and content are suitable for the master levels. The standards assessed are appropriate for the award element under consideration. Overall the programmes aims and ILOs were commensurate with the level of 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, the aims and ILOS meet the expectation of the national subject benchmark (e.g. QAA).

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 assessment methods are well designed and structured. A mix of various forms of formative and summative assessments are used. Individual and group work are implemented. Presentations, reports and exams are deployed. The assessments are set at appropriate level.

The modules and the programmes are well structured and designed. The topics are well chosen, relevant and contemporary. The pedagogical learning of the modules and programmes are clearly defined.

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.*

The academic standards demonstrated by the students are good. Some top performing students' work as compared to other comparable courses elsewhere.

As usual, there are always mix of strong and weak students in any cohort. The distribution of performance is normal. Some very good students were recruited.

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.

Very clear marking guidelines. Very comprehensive handbook.

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.

Clear link of research to teaching. For example, students poster assessments.

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. This has been managed very professionally

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. This has been received fully.

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

Yes. Sufficient information and work were provided to enable me to evaluate the standard of student work through the sample.

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

Yes. The administrative arrangements were excellent.

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

Yes. Normal procedure applied to mitigate personal and medical circumstances.

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.

N/A

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24 February 2012

Dear <<>>,

Thank you for your Annual External Examiner's Report for the 2010-2011 sessions relating to Entrepreneurship and Innovation, Operations Management, Management of Projects, Knowledge Management, Business Excellence and Executive Skills on our MBA and MSc programmes. We have noted your comments and we are delighted to see that they are favourable throughout. It is especially pleasing to note that the explicit link between research and taught content is clear, and valued.

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

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