

**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
Programme(s) / Module(s):	LUBS5210M Marketing Management, LUBS 5211 Marketing Management (cohort 5), LUBS5250M Management Dissertation (Marketing), LUBS 5251M Project/Dissertation (marketing area), LUBS5409M Global Strategic Marketing, LUBS 5410M Marketing Strategy, LUBS 5422 Consumer Behaviour Across Cultures, LUBS 5465M marketing strategy (inc. August), LUBS 5495M Dissertation, LUBS 5748 Marketing Management, inc. August, LUBS 5755 Sales Management, LUBS 5776M Global Marketing, LUBS 5799M MBA projects (Marketing area), LUBS5851 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](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*

*There are no issues that reflect serious concern on the programme.*

**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*

As I mentioned at the Board, the assignments set by Leeds faculty are very practical and should equip students well for the challenges demanded of them in the workplace.

In reflecting on my appointment, there is strong evidence that the Business School offers a good variety of marketing modules, and these are taught by some very accomplished researchers. Assignments are set to reflect the business world, teaching styles reflect varied approaches and case studies are regularly updated to reflect contemporary practice.

Finally, the teaching team were always willing and polite in their replies to any queries raised during my appointment here.

**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 realistic and 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 compare favourably to other institutions for which I am external examiner. They 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.*

The teaching team generally show professionalism in the design, specification and assessment of students.

Although much of the work is at a sound theoretical underpinning, one module assignment did not require any academic references, justified on the basis that it was a practical exercise. Whilst I understand the rationale for this, I felt slightly uncomfortable in an academic role. I would argue there needs to be a sense of proportion in blending business practice with theory on all modules. For information, this appeared to be an isolated module.

A related issue is that there does seem to be an increasing trend for at least some students to over-rely on internet-based references. I am not against electronic references being used per se but suggest that it should be done more selectively. This is a general comment that is not restricted to Leeds Business School but elsewhere and so may not bring any surprises to individuals but would suggest time for reflection, possibly involving library staff - and other faculty?.

Generally a detailed profile analysis is used for marking which is clearly structured.

Student performance is generally of a high standard, particularly in some of the dissertations I observed, which surely reflects exemplary supervision guidance.

**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 that many students achieve upper seconds or higher but are fairly marked and represent the quality of students attracted to LUBS. It is a fair comment to suggest that they at least match performances on comparable courses taught elsewhere.

**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.*

There is a varied mix of modules on the programmes, some of which are very applied.

I note that in the module handbooks that are modularised in structure you have recently added guidance for students in engaging with social media, which I believe is a sensible addition.

**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.*

Staff encourage students to use a range of methodologies in their dissertations and projects. I especially enjoyed reading the student's work on their consumer behaviour assignments.

## 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

I offered to do this but the member of staff concerned did not approach me for any advice.

## 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.*

I found all documentation was useful.

### 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 was sent an updated handbook for external examiners 2012-13 which was informative. Module handbooks are fairly modularised which reflect consistency in design and are clearly written.

### 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 all draft examination papers and assessments were presented to me for comments. I was generally satisfied with the promptness, content, and tone of replies. The questions / assignments were pitched at a suitable level and where relevant, allowed students to apply their industrial experience.

### 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 ample samples of both scripts and projects for review on the day preceding the Board. Marking was found to be consistently applied throughout the work sampled. Feedback was relevant and sensibly articulated. One or two staff apply a template approach towards feedback which I have no objection to.

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

The topics chosen for dissertations were varied but appropriate. Students were shown how marks would be allocated according to objectives and marking schemes.

### 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 ran very smoothly. The Board of Examiners, which I attended, was also well orchestrated. The recommendations of the Board were clearly outlined, and as usual, examiners had the opportunity to discuss particular issues. I was satisfied with the recommendations of student awards.

The room allocated for this year's Board was more suitable than in previous years due to its structure and layout.

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

The Board seemed to finish in record time. Despite this efficiency, this was not at the expense of students with complicated medical issues. The outcome for these students seemed appropriate and equitable.

## Other comments

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

I would like to thank the teaching team for having me as External Examiner over the past four years. LUBS is a flourishing Business School and seems to attract large numbers of national and international students which augurs well for its future. In uncertain times, I wish you all well.

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20 January 2014

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 note your positive evaluation of the practical nature of our programme which equips our students well for the challenges of the workplace. Among other modules you have examined, thank you examining all those dissertations in a very short time and commenting on quality of the student work.

Along with the positive comments you have made about the programme as a whole both in your report and your deliberations at the Examination Board, we welcome your comments made in relation to one of our modules not requiring the use of references and the tendency of some students to over-rely on Internet references. We will investigate how we could address these issues in line with your comments. We will always take your constructive suggestions into account with a view to enhance student experience on the programme.

This was your last year of being the external examiner with us, and let me take this opportunity to offer our sincere gratitude to your hard work throughout your tenure as external examiner. Your contribution to the continued developments and improvements in the programme is much appreciated.

Thank you.

Yours sincerely

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**Dean, Leeds University Business School**