

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:	Business
Subject(s):	Business Ethics
Programme(s) / Module(s):	5255M Business Ethics
Awards (e.g. BA/BSc/MSc etc):	MSc International Business

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

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.*

The Learning Outcomes and standards are appropriate for 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.*

The aims and outcomes are comparable to other business ethics modules I am familiar with. There is no QAA benchmark specifically for business ethics.

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 design and structure of the assessment method were appropriate and the assessment questions were topical and relevant

The quality of teaching, learning and assessment methods was, as in previous years, evidenced by comparable student performance

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 was comparable to that which I have seen at other institutions, and demonstrated achievement of the LOs

The cohort also seemed comparable with no notable 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.

There have been no enhancements to the module since last year

Good practice is demonstrated in the internal moderation process which is always very clearly evidenced

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.

Students have to undertake research into a specific company and be aware of current developments in business ethics

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, material and documentation I received was adequate

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, all necessary documentation was received in good time

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, I was provided with copies of all assessments and am satisfied that the nature and level of questions was appropriate

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, as there were only a small number of students studying the module I was sent copies of all the scripts. Scripts were clearly annotated and marked

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

n/a

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?

On the last occasion I attended the Board, I was satisfied with the administration and operation of the Board. Unfortunately I am unable to attend this time.

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

I presume that these are dealt with prior to the Board

Other comments

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

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Monday, January 20, 2014

Dear <>,

Thank you for your external examiner report for 2012-13 relating to the Business Ethics module of the MSc International Business programme. We have reviewed your comments and are pleased to note that they are favourable throughout with regard to the module content and process.

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

Best Wishes and again, many thanks.

Yours Sincerely,

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Dean, Leeds University Business School

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

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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

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 Ful-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

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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
 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

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>E-Business, Operations and Information Management, Management Decision Making, Knowledge Management and EMBA Projects</i>
Programme(s) / Module(s):	MBA, EMBA, Exe MSc and GGS MSc
Awards (e.g. BA/BSc/MSc etc):	MSc and 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.

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Room 12:81, EC Stoner Building
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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 areas of concern that I would like to highlight that would need urgent attention before the programme is offered again in the coming academic year.

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, I was provided with all the relevant documents as part of my briefing.

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.*

I reviewed a number of modules on the MSc, MBA and EMBA programmes. The ILO were explicitly stated in the module handbook and were in line with the level of awards being offered.

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 ILO were in line with standards within the sector. I have reviewed ILOs in other institutions and can state that these are comparable to these institutions.

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 were appropriate, i.e. exams and assignments to the courses I have reviewed.

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.*

It is clear that the students come from a variety of background on these courses. Having said that, it is clear that the tutors were taking extra effort to give the student an opportunity to demonstrate their achievement by varying the types of assessment and delivery methods.

5. For Examiners responsible for programmes that include clinical practice components, please comment on the learning and assessment of practice components of the curriculum

No 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 have been no major changes to any of the modules since the last academic year. I think overall all the modules are "fit for purpose". However, for the second year in a row, I particularly like the details of the feedback given on the OIM module, which I think can be a best practice for LUBS and the wider faculty.

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.

In almost all cases, the students were asked to reflect and critically review literature. This ensured that students engaged with appropriate reading material. They were also asked to use examples and cases from their work settings (in case of MBA), which also was an excellent idea.

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

NA

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, I have given a detailed document listing my responsibilities as an external examiner.

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, I received all the necessary documents related to the modules and programmes.

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, I was given every opportunity to comment on the nature and level of the questions.

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. As the programmes are generally small, I had the opportunity to review more work than on larger programmes.

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

Yes, I had an opportunity to review one thesis early in the year. The quality of the work was excellent.

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, the administrative arrangements were excellent. Unfortunately, due to some other commitment I was unable to attend the Board of Exams on 24th October 2013.

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

Yes, this was done in a fair and objective manner.

Other comments

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

This is my second year of being an external examiner at LUBS and I am impressed with the quality of work and the professionalism demonstrated by the staff.

<>
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20 January 2014

Dear <>,

Thank you for your Annual External Examiner's Report for the 2012-13 session relating to E-Business, Operations & Information Management, Management Decision Making, and Knowledge Management modules and EMBA Projects on our MBA and MSc Management programmes.

We have noted, and appreciate, your comments regarding the practice of engaging students in critical reflection around the literature and real work examples, and the detailed feedback given on the OIM module which offers the potential for a best practice model.

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,

<>
Dean
Leeds University Business School

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:

Business

Subject(s):

Programme(s) / Module(s):

1. LUBS5012M Research Methods
2. LUBS5013M Research Methods
3. LUBS5239M Executive Skills
4. LUBS5250M Dissertation
5. LUBS5251M Project
6. LUBS5252M MSc Project & Dissertation (Heilbronn)
7. LUBS5730M Entrepreneurship & Innovation
8. LUBS5735M Strategic Management
9. LUBS5756M Managing Change

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

MSc

Completed report

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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?

No

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

NA

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 programme aims and ILOs standards meet the award 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.*

Yes.

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 and arrangements are fine. I met modules leaders and had very positive discussions on how to better various modules.

The only module where I believe the assessment is an overkill was 'LUBS5730M Entrepreneurship & Innovation.' The module leader reported that this module is being replaced.

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.*

This is done in a really admirable way.

5. For Examiners responsible for programmes that include clinical practice components, please comment on the learning and assessment of practice components of the curriculum

NA

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.

This was my first year and did not see previous reports.

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.

Yes overall.

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

NA

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 indeed.

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 overall.

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?

Everything was carried out in an orderly manner and the organisation was great.

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

Thank s to all the admin as well as academic staff for their hard work and responsiveness.

<>

Dear <>

Thank you for your External Examiner's Report for the Academic year 2012-2013 covering modules on our masters programmes.

We are very pleased that you believe our modules are in good shape, the standards of assessment are appropriate, the student performance is satisfactory and the quality of our research-led teaching meets the intended learning outcomes. I can confirm that LUBS5730M Entrepreneurship & Innovation is being replaced with a module with more appropriate assessment targets. We are also glad that you had a positive experience as an external examiner to our programme, however we are sorry to note you did not receive previous year's reports. Please accept our apologies on this oversight.

At the Leeds University Business School, we continuously strive to improve the quality of our programmes and always aspire to deliver world-class higher education, within an excellent learning environment. Your contribution, your active support and your most encouraging feedback are of the utmost importance and highly appreciated.

Yours Sincerely,

<>

Dean, Leeds University Business School

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:	Business
Subject(s):	<i>International Business</i>
Programme(s) / Module(s):	MSc International Business
Awards (e.g. BA/BSc/MSc etc):	MSc

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

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 aims and outcomes were generally appropriate with the level 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.*

The aims and ILOs were in line with standards at other institutions.

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 were generally appropriate.

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 students generally performed as expected.

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 programmes' objectives are clearer and academic standards are rising.

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 curriculum is informed by current business issues, and makes use of recent case studies.

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.*

The material was 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.*

The documentation was sufficient in all cases; more than sufficient in some.

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?

I was unable to attend the meeting due to other commitments, but have no complaints with the recommendations of the Board.

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

Examiners and course leaders were very good at responding quickly to questions and concerns.

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21 February 2014

Dear <>,

Thank you for your recent Examiner's Report for the MSc in International Business.

We are very pleased with your comments on our programme. The programme team has worked hard to design an attractive programme for their students, and your comments provide a rewarding acknowledgement of this.

We are happy to hear that you feel that our assessment methods are generally appropriate and that our academic standards are rising. The feedback that you have provided has helped the team to make improvements to the student experience, and it is always gratifying to have our teaching methods reviewed and found to be of a standard that allows our students to make good progress. We will continue to monitor and review our assessment methods in line with your feedback and suggestions.

The programme team has arranged to meet during the first semester to review the course, and this will feature heavily in the agenda.

The praise that you have given to our staff is very rewarding and we are very grateful for your supportive comments and your continued guidance for our programmes.

Yours sincerely,

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Dean

Leeds University Business School

The University of Leeds
EXTERNAL EXAMINER'S REPORT
ACADEMIC YEAR: 2010-11

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.)
LUBS 5222	E-business	MSc Management
LUBS 5225	Strategic Management	
LUBS 5229	Management in Practice	
LUBS 5227	Strategic Management	
LUBS 5712	Management of Projects	
LUBS 5735	Strategic Management	
LUBS 5762	Man Consultancy	
LUBS 5873	Strategic Management	
LUBS 5881	MBA Project (Strategic Management)	
LUBS 5887	Knowledge 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.

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 modules are all appropriate with Masters level ILOs in the Management subject area.

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 ILOs meet the subject benchmarks and are commensurate with other programmes with which I am familiar.

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.*

Student performance displayed the range of marks you would expect for an international cohort at a University like Leeds.

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 had ample opportunity to demonstrate their achievement of the ILOs. There were some modules in which I felt students could be pushed harder at the top end. I have commented on these individually.

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.

N/A

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.

The modules I have seen are well designed and provide, for the most part, a wide variety of well selected materials that suggest deep familiarity with the subjects being taught. I have commented where I thought modules were at risk of over-reliance on a single or limited number of texts. There were no serious threats to quality in this regard at present.

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. Complete packages of material at every stage. Thank you.

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. Programme specifications and module handbooks have all been available.

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 / Could not attend board.

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

Unable to comment.

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.

While standards are high across the board there is nevertheless a tendency in some modules not to push students as hard as one might – particularly in terms of critical and reflective practice. I have commented on individual modules but I wonder if this approach is quietly weaving its way into the school's culture? This is a slight risk and something to watch. While not all students can be insightful critical thinkers it would be a shame to inadvertently discourage those that can be from stretching themselves.

In one case (Management Consulting) this was a problem that had also spilled over into grade inflation and disappointing student performance. The students were simply not being pushed hard enough by the material covered or the tasks set them. I have already commented in detail on this module.

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Dear <>,

Thank you for your recent Examiner's Report for the MSc Management and your very useful comments.

You raised particular concerns about the Management Consulting module. Your views mirror those of the programme team who have already removed the Management Consulting module from the current catalogue with the aim of developing a more focused and challenging learning experience for the students in the future.

We also note your concerns about potentially low expectations on issues of critical and reflective practice. Please be assured that these skills are highly valued and are receiving increasing attention on the MSc. The programme team have introduced a new module, Management in Practice, which is running this year to at least partially address the issue. As part of the module, students undertake a variety of self-assessment tasks, are asked to produce a reflective log of their experience of working in the multi-cultural teams to which they are assigned and to produce a critical account of an ethical challenge typically met in management practice. The team will continue to monitor the issue and look for opportunities to further embed such skills development in the syllabus as a whole.

We are very grateful for your supportive comments and your continued guidance for our programmes.

Yours sincerely,

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Dean
Leeds University Business School