

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): Work Based Learning
Programme(s) / Module(s): Post Graduate Certificate in Manufacturing Excellence	awards: (e.g. BA/BSc/MSc etc.) Post Graduate Certificate

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.

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.*

The learning outcomes and structure of the modules and the overall programme are again appropriate with excellent structure and extent, which underpinned the work examined.

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 ILO more than meet the expectations of the national subject bench marks. The programme is comparable with other Higher Education; in fact the programme is better than a number of other Higher Education Institutions. The qualifications achieved are comparable with 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 assessment methods and programme are well designed and structured giving the students an excellent understanding of the requirement for the qualification/module.

The information on the marking structure was included in the assessments for each modules and the overall award classification.

The quality of teaching, learning and assessments was indicated by the marks of the modules and overall programme classifications.

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 were given adequate opportunity to demonstrate their achievements of the aims and ILO's and their performance on both individual modules and overall programme was of an excellent standard and comparable with students of other Higher Education Institutes undertaking a similar course.

The strength of the students was bringing the workplace into academia. Thus reversing the normal role of theory into practise.

The weakness was mainly, but only for some students, was being able to contextualise the work based learning into the written work plus the critical analysis. Can I point out that this is a minor weakness of some students.

The overall commitment of the students to undertake the academic programme while working is another strength.

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 programme, in discussion with course leader, takes into account of current research the curriculum, learning and teaching, and adopted and adapted to enhance the students experience and learning during the programme.

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.*

Sufficient access to material was provided, with a number of scripts already made available for my visit.

The number of scripts available was more than adequate for me to make the required judgement on all individual modules and overall programme classification.

The classification of some of the students were raised from a merit to a distinction which were all based on the assessments available to me.

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.*

All module and programme documents for the programme were made available for me.

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

As stated in question 8 sufficient materials was made available for me to have confidence in the evaluation of the student work.

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

The administration again was exemplary for the whole course and for my visit.

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

Appropriate procedures are in place to give due consideration to mitigating circumstances, although there were no mitigating circumstances this time.

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.

Can I again praise all the staff on this programme that have been involved, supported and mentored the students. The feedback on all assessments was again of a very high standard, making my role as External Examiner easier.

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24 February 2012

Dear <<>>,

Thank you for your recent Examiner's Report for Corporate Work-Based programmes.

We are very pleased with your comments on our programmes especially those around learning outcomes and the overall structure which you have once again deemed as excellent.

We continually review our assessment methods and are happy that you feel these are appropriate, 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.

As our students are mature professionals we believe that they bring their expertise 'into the classroom' such that practice can be viewed within the context of current research and up-to-date business models.

The minor weakness that you have flagged in your report around the difficulty that some of the students appear to have around both contextualising work-based learning into written work and utilising more critical analysis has been taken on board and initially we will discuss this with our teaching team with a view to identifying a means to ensure that this is addressed for future programmes.

Your continued praise for 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

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