

The University of Leeds
EXTERNAL EXAMINER'S REPORT
ACADEMIC YEAR: 2010– 2011

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

School of: Lifelong Learning Centre	Subject(s):
Programme(s) / Module(s): DipHE Business Management (part-time)	awards: (e.g. BA/BSc/MSc etc.)

Name and home institution/affiliation of examiner:

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.

There are no matters that require 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?

Yes I was able to see the previous examiner's report

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?

I have experience of similar programmes in a number of other institutions and all modules seen here are of an appropriate standard for this level and this subject area.

2. Did the aims and ILOs meet the expectations of the national subject benchmark (where relevant)?

N/A

3. Please comment on the assessment methods and the appropriateness of these to the ILOs?

A wide variety of assessment methods are used on the programme such as reports, essays, case studies, presentations and written examination all of which give a richness to the programme and allow students to demonstrate a variety of skills and learning styles. The programme team should be congratulated for their creativity in assessment and their attempts to make their assessments relevant to the business world. This clearly demonstrates the teaching team's commitment to the programme and desire to support student achievement.

4. Were students given adequate opportunity to demonstrate their achievement of the aims and ILOs?

The standard of student performance is comparable with similar programmes in other institutions with which I am familiar.

The information given to students in the form of assessment criteria and the standardised feedback sheets allow students to develop their skills and I was particularly impressed with the section of the feedback form that gave the students advice on improvements for future assessed work.

It is obvious that there is, as to be expected with the nature of the programme, a wide variety of skills, knowledge and academic ability in the initial intake. This is clear from the initial pieces of assessed work that I saw. It is also clear to me that the students make rapid progress in this first year in the style and quality of the work they submit.

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

This is a new version of the programme and is developing in ways similar to other such programmes elsewhere.

7. The influence of research on the curriculum and learning and teaching

n/a

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?**

The programme team supplied a wide range of student work in all modules which was more than sufficient to make the required judgements. All requests for additional information/materials were dealt with promptly and efficiently.

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?**

I was invited to the Lifelong Learning Centre prior to my official meeting where I was given a thorough briefing about the programme and all the relevant documentation was explained to me. All necessary documentation was provided in advance of my visit.

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

The range of assessed work provided was more than sufficient to make a judgement on the quality of the programme

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

Administrative support was very efficient and the Board of Examiners was conducted in a very professional manner.

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

All students with mitigating circumstances were discussed and outcomes clearly stated.

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

This is a very well managed programme with plenty of evidence to suggest the students are supported in ways that allow them to develop using a variety of learning styles and through a wide range of assessment methods. There is clear evidence of this demonstrated in the improvement in the quality of work produced as the course progressed.

I was able to view the Extended Projects produced by students completing the previous version of this programme and was very impressed with the content and the academic language used. It is clear that these students have made considerable progress through their studies and the programme team should be congratulated for their efforts.

Dear

External Examiner's Report for 2010-11

Over the last few months we have been reviewing reports from our External Examiners along with feedback from students, including the results of the National Student Survey of finalists and the University's own Programme Survey which covers those in other years of study. I am now writing to each Examiner both to respond to reports individually and to give an overview of the outcomes of this annual review.

Before turning to this, I would like to thank you for the work that you have undertaken during your first year as our External Examiner for Business Management. We appreciate the relevance of the experience that you bring to this role and the care with which you have reviewed students' work and given us feedback. I know that <<>> has very much valued the conversations that <<>> has had with you, especially since this is the first year in which we are delivering the new DipHE programme.

It is very encouraging to see that you have formed such a positive initial impression of our Business Management programme. We note that you judge the curriculum, standards and assessment procedures to be appropriate and that you commend the variety and creativity of assessment methods and the effectiveness of feedback, especially in giving students advice on how to improve their work in the future. It is particularly good that your review of assignments gives evidence of students making "rapid progress" as a result of the quality of their learning experience and the support that they receive from staff. Although your report does not identify specific areas for development, we certainly recognise the importance of continued work to sustain, and wherever possible improve, the quality of the programme.

Moving beyond Business Management provision to the LLC as a whole, I enclose a copy of our action plan in response to feedback on 2010-11 which summarises the key points raised by students and External Examiners and sets out our main areas for further work in the current year. You will see that student feedback through the University's Programme Survey gives a positive picture that is consistent with all previous surveys. The low NSS scores for this year are a direct result of the way in which the national formulae for selecting students has skewed the sampling of part-time programmes. The result is that the data reflect the views of just twelve students, at least two of whom are misplaced with the LLC since their qualitative feedback raises issues linked with subjects that do not feature in any of our programmes.

I also enclose for your information a summary of feedback from our other External Examiners. As you will see, your positive evaluation of the quality of

our learning and teaching, feedback and student support is shared across the range of Examiners. Where points have been raised for further development, these are not only being addressed within the relevant programme but will also be taken account of, wherever appropriate, across the Centre's provision as a whole.

I would like, once again, to thank you for your work on our behalf as External Examiner. It is invaluable to have such thorough and constructive feedback.

Yours