

The University of Leeds

EXTERNAL EXAMINER'S REPORT

ACADEMIC YEAR: 2013– 2014

Part A: General Information**Subject area and awards being examined**

Faculty / School of:

Business

Subject(s):

Advertising and Marketing

Programme(s) / Module(s):

MA Advertising & Marketing
 LUBS5407M Advertising, LUBS 5402M Consumer Behaviour, LUBS 5422M Consumer Behaviour across Cultures, :LUBS 5426M Media Planning & Strategy, LUBS 5447M/ 5491M Social Media Marketing, LUBS 5448M/ 5486M Direct, Digital & Interactive Marketing, LUBS 5405M Marketing Communications / 5455M Marketing Communications, LUBS 5435M Public Relations and Corporate Communications, LUBS 5440M Sales Promotion & Sponsorship, LUBS 5482M/ 5492M Professional Skills & Employability, LUBS 5495M Dissertation, LUBS 5500M Marketing Consultancy Project.

MA/MSc

Name and home Institution / affiliation of Examiner**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 Quality Assurance
 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 programme continues to be well structured. The content covers material that is up to date and appropriate to enable students to develop academic and practical skills in marketing. The modules continue to be well-designed. The aims and ILOs are appropriate for the programme and are made clear. 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.*

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.*

The forms of assessment used across modules in the programme continue to be varied and appropriate for the modules I have examined. The coursework briefs and examination papers capture the breadth of each module's syllabus and are appropriate to the ILOs. Evidence was provided of internal moderation for the sample of assessments sent to me for scrutiny, as well as examples of very good student feedback. Overall I found the standard of marking to be appropriate and fair.

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.*

Yes, students are made aware of assessment bandings in all module documentation. The academic standards demonstrated by students' performance indicate that they are consistent with expectations at Master's level and are comparable to my own institution. It is clear that a high standard of work is expected from students on the programme and this is reflected in the excellent standards of academic performance at the top end of the cohort.

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 programme has been strengthened by the introduction of new modules and the modification of existing ones. In terms of the modules I have been assigned to review, these include: LUBS 5447M/ 5491M Social Media Marketing and LUBS 5482M/ 5492M Professional Skills & Employability [both new]; LUBS 5426M Media Planning & Strategy [replacing LUBS 5425 Media Policy]; and LUBS 5448M/ 5486M Direct, Digital & Interactive Marketing [replacing LUBS 5430M/ 5485 Relationship & Direct Marketing]. In addition, the method of assessment for some modules had been changed from the previous year. Such changes are beneficial to the cohort and I was kept abreast of them. It is good to see the inclusion of a credit-bearing module to develop careers and employability skills – this should be

highly beneficial for the students.

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.

There continues to be evidence of research-led teaching and coverage of contemporary issues in the curriculum.

8. Where the programme forms part of an Integrated PhD, please comment on the appropriateness of the programme as training for a PhD

N/A.

For Examiners involved in mentoring arrangements

9. If you have acted as a mentor to a new External Examiner or have received mentor support please comment here on the arrangements

I acted as a mentor for the first time this year. I think it is a good idea to have such a system in place. I was happy with the arrangements made by the School and the Quality Assurance Team. When I made contact with the new External Examiner, <<>> had already been notified about the mentorship appointment and appreciated having a mentor to contact if needed.

The Examination/Assessment Process

10. 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.

11. 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.

12. 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.

Yes, the nature and level of questions was appropriate.

13. 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, I was provided with sufficient material for scrutiny for each of the modules I had been assigned to examine. Samples of exam scripts and coursework were clearly marked/annotated.

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

Yes, the choice of dissertation subjects was appropriate, as were the method and standard of assessment.

- 15. 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, I was satisfied with the administrative arrangements for the whole process. I was able to attend the External Board of Examiners meeting this year. It was conducted in a professional manner and I was satisfied with the Board's recommendations.

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

Yes, as in previous years some cases discussed at the Internal Board of Examiners were brought to the External Board of Examiners meeting for due consideration.

Other comments

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

I continue to be satisfied with the amount and detail of module information, which has been provided to me. The administrators have been very helpful in getting samples of assessments to me in time. Overall the level of support from both academic and administrative staff at the Business School continues to be very good.

<<>>

18 May 2015

Dear <<>>

Thank you for your recent Examiner's Report for the MA in Advertising and Marketing.

We are very pleased with your comments, especially those around your experience of the programme overall.

We are happy to hear that you feel that our assessment methods are appropriate, varied and supported by robust documentation and that our marking is fair. We are particularly pleased to hear that you see evidence of our research-led teaching. In addition we welcome your positive comments about recent changes to the programme structure and modules and your support of the addition of Professional Skills and Employability.

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. The programme team has arranged to meet to review the course, and as part of this to reflect on your report.

The positive comments are much appreciated and we are very grateful for the continued support and guidance you have given. It is with regret that we will see your tenure come to its natural end this year

Yours sincerely,

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Dean

Leeds University Business School

The University of Leeds
EXTERNAL EXAMINER'S REPORT
ACADEMIC YEAR: 2013– 2014

Part A: General Information**Subject area and awards being examined**

Faculty / School of:	Business School
Subject(s):	<i>Marketing</i>
Programme(s) / Module(s):	Semester 1: Marketing Research (LUBS 5450), International Marketing (LUBS 5460), Global Strategic Marketing (LUBS 5409), Marketing Strategy (LUBS 5465). (Plus x2 modules whilst waiting for new external to be appointed (LUBS5413M) Corporate Communications Strategy and (LUBS5438M) Public Relations in Practice). Semester 2: Global Distribution Supply Chain (LUBS 5478), Brand Management and Corporate Identity (LUBS 5432), International Services Marketing (LUBS 54720), Company Marketing Project (LUBS 5488), Dissertation Project (LUBS 5495M), Consulting Project (LUBS 5500M).
Awards (e.g. BA/BSc/MSc etc):	MSc / MA

Name and home Institution / affiliation of Examiner**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?

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 were appropriate for the programme(s)/modules. These outcomes were clearly stated in the documentation. Standards were appropriate for the award under consideration.

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.*

Expectations were met. The programmes examined had comparable standards to other Russell Group Universities. Aims and ILOs met expectations and were in line with national benchmarks

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 clear across the modules. Students were given appropriate guidelines about the tasks that needed to be fulfilled as part of the assessment. The quality of teaching was evidenced by the work presented for external validation and was also reflected in the overall performance of candidates studying on these programmes.

There were some excellent examples of staff feedback on the coursework and projects. In the feedback staff provided students with concise information about the strengths and weaknesses of the work. In cases where students had received lower marks they were provided with excellent feedback on why the mark had been awarded. There was also clear evidence of double marking on this work.

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 were given adequate opportunity to demonstrate their achievements of the Aims and ILOs.

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.

Overall, much good practice was demonstrated across the modules.

I was particularly impressed by the extensive feedback that was given to students on projects and assignments.

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 was informed by current research and practice. There was breadth in the methods of assessment for assessing learning.

There was clear evidence of students applying theory to practice. Students were encouraged to show how academic theory could be applied to real life situations. Students also provided clear evidence of the benefits or otherwise of the different methodological tools that could be used to explore the theoretical elements of the course and applied these in practice.

8. **Where the programme forms part of an Integrated PhD, please comment on the appropriateness of the programme as training for a PhD**

N/A

For Examiners involved in mentoring arrangements

9. 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

10. 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 information received was more than sufficient and enabled me to act effectively as an External Examiner

11. 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.

As in the previous year I received appropriate documentation relating to the programmes and/or parts of programmes for which I had responsibility. This was given in an efficient and timely manner.

12. 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?

Throughout the year I was kept informed and updated on all modules. Exam papers, answers and assignment contents were provided. The nature and level of the questions/tasks were appropriate and were of a high standard. Feedback was received positively and staff actively engaged with the process.

13. 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?

Sufficient examined work was made available to me with accompanying mark schemes.

A range of examination scripts across the modules was provided for external validation. On balance there was clear evidence to demonstrate how and why marks had been awarded. However, I did ask for additional clarification from the internal examiners over the marks awarded on a few scripts. Whilst, I am confident that all work was double marked and appropriate procedures had been followed, on a small number of scripts clearer presentation of the evidence of second marking would have been helpful.

I would like to express my thanks to both administrative and academic staff for providing me with clarification when asked. This was done in an efficient and timely manner.

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

The project work and the feedback were excellent. The range of projects and the standards were very good.

15. 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 were excellent throughout the year. I was able to attend the meeting and I was satisfied with the recommendations of the board

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

Issues were raised in an appropriate way at the board and I was more than satisfied that appropriate procedures were in place and had been followed.

Other comments

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

Overall, the programme is rigorous in content.

Standards were high across the different modules and there was a good mix between examination and coursework.

As observed last year, academic and administrative staff dealt with questions and queries in an efficient manner. This enhanced programme effectiveness and consequently I enjoyed working with colleagues in the process.

<<>>

18 May 2015

Dear <<>>

Thank you for your recent Examiner's Report.

We are very pleased with your comments on our Masters programmes in Marketing, especially our programmes being comparable with benchmark standards, quality of marking and feedback relating to assessments, and the commitment of the Divisional staff to teaching and learning.

We are happy to hear that you feel that our assessment methods are appropriate with evidence that students have been given adequate guidance and support. We also welcome your positive comments on the variety of assessment methods used in our programmes. Also, we note your positive comments on the innovative feedback staff give to our students on the different types of assessments we use in the programmes. We are pleased to hear that you were happy with the clarifications on marking in the few cases where this was helpful. We can assure that all our assessments are internally moderated according to our set process and we will endeavour to make this process is made clear to our external examiners.

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

Yours sincerely,

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Dean

Leeds University Business School