

The University of Leeds
EXTERNAL EXAMINER'S REPORT
ACADEMIC YEAR: 2014– 2015

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

Faculty / School of:	Leeds University Business School
Subject(s):	Management
Programme(s) / Module(s):	LUBS0070; LUBS1890; LUBS2085;LUBS2900; LUBS2970; LUBS3008; LUBS 3070; LUBS3970; LUBS3980
Awards (e.g. BA/BSc/MSc etc):	BA/ BSc

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
There are no matters requiring 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 provided with all the relevant documents at the beginning of my tenure.

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

- 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 Learning Outcomes at a course and module level are clear and provide a structured path for students through the course. The programme content provides a broad base to key management topics as well as allowing students to choose from a range of current and interesting options.

Standards are appropriate and student responses reflect the level they are at in the course. The year of study is taken into account when marking with final year students particularly demonstrating a high level of knowledge and skills for the topics being assessed.

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. I examined a range of modules which contributed towards the aims and intended learning outcomes articulated in the subject benchmark for Business and Management.

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.*

There was a wide range of assessment methods in the modules I examined which is a reflection of the different skills and knowledge that are required on a management degree.

A number of modules contained exams which were well-written with a combination of compulsory and optional choice questions. Some topics were clearly favoured by the students as they performed better on certain questions. Marking was overall clear and I could see how markers had arrived at the grades due to comments on the scripts

Coursework was clearly marked and provided detailed feedback to students on the reasons for the mark awarded. It would be worth considering on assignments providing students more feed forward information highlighting areas for development.

Overall I was impressed by the quality of assessment and the level of work produced by high-performing students. A number of students were awarded marks above 80% and the quality of work presented to me warranted these high grades.

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 assessments allowed students to demonstrate their ability in relation to the aims and intended learning outcomes. Overall achievement was good with the majority of students in the 2.1/ 1st classification boundary. As marking is anonymous it is difficult to be certain but from the language used I would expect the lower graded scripts to be from international students where English is not their first language. However, a number of international students performed well so this comment relates to individual ability rather than being across 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

Not applicable for this programme

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.

As this is my first year it is difficult to comment on this. However, I was supplied with the previous year's assessments as part of the assignment approval process and this was extremely helpful. It did allow me to see where assessments had been developed due to previous examiners feedback.

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 assessments set were topical and clearly demonstrated staff were up to date in the subject area and brought this knowledge into their teaching and assessment. Modules requiring students to research a topic used up to date case studies and examples to support.

I particularly liked the module LUBS30008 as it allowed the students to engage with local organisations and undertake a practical research project. The company research in the reports on LUBS3070 should also be commended.

However, all teaching and assessment is clearly influenced by staff research.

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

Not applicable for this programme

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

Not applicable. I am a new examiner at Leeds but have external examining experience at other institutions.

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.

I was provided with all the material I needed to be able to complete my role as external examiner. At the beginning I was provided with a number of links to electronic course structures which were useful to understand the course structure as a new 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.

Yes I received all the relevant information and documentation to complete the role.

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?

I was provided with draft assessments and model answers to enable me to examine each module fully. I had one or two very minor comments which were fed back but overall the assessments I reviewed were well written and appropriate for the level.

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 a suitable sample relative to the cohort size. I received work across the full mark range and I could see clear differentiation between the levels. Work was clearly marked and annotated except one set of exam papers which contained marks only. It was easy to see where student marks were obtained on the calculation based questions but annotation on the essays would have been useful.

Annotation on some exam scripts was impressive and even though students are unlikely to see the feedback if there was a case of appeal staff would be able to see how they arrived at the relevant mark,

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

Not applicable as I did not review dissertations

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 assessments were exemplary. This is my first year but it was easy to follow all proceedings and have confidence in the assessment decisions. The support provided by the admin team is outstanding with quick responses to questions and timely supply of paperwork. The Exam Board was professionally conducted and the external examiners included in the process.

The validation day is useful as there is the opportunity to speak to module tutors should the need arise.

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

Yes all mitigating circumstances and medical evidence were fairly considered with a consistent approach to ensure equal treatment of students. Processes were supportive of students in difficulties and the programme director clearly knew the students and provided excellent support to help them achieve their qualifications.

Other comments

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

This is my first year as an examiner at Leeds University Business School and I have been impressed by all aspects of the process. Students are clearly engaged with a range of appropriate modules and assessments, providing them with the opportunity to achieve good grades.

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UNIVERSITY OF LEEDS
Thursday, 28 January 2016

Reference: External Examination Report 2014-15

Dear

Thank you very much for your Examiner's Report for the Management programme. We are very pleased with your comments on our programme. In particular, I was happy to see that you felt everything was appropriate and well organised, especially on LUBS3070 and LUBS3008. I have passed on your praise to the module leaders.

We noted the following comments:

- **It would be worth considering on assignments providing students more feed forward information highlighting areas for development.**

Response: the Business School has just revised its policy and guidelines on feedback, and has distributed the refreshed guidelines to all staff this week.

- **Work was clearly marked and annotated except one set of exam papers which contained marks only**

Response: It is Business School policy to ensure that all examination scripts are annotated. We shall remind staff of this requirement.

On behalf of the Division may I again thank you for your suggestions and comments. We greatly appreciate the assistance you have given to us, and I look forward to meeting you once more at next year's examination board.

Yours sincerely

Dean, Leeds University Business School

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