

## The University of Leeds

## EXTERNAL EXAMINER'S REPORT

ACADEMIC YEAR: 2015– 2016

## Part A: General Information

## Subject area and awards being examined

Faculty / School of:	Leeds University Business School	
Subject(s):	<i>Human Resource Management</i>	
Programme(s) / Module(s):	LUBS0060	Introduction to HRM
	LUBS1080	Personal Tutorials for HRM
	LUBS1125	Economic Institutions (Labour)
	LUBS1585	Economic Institutions (Ind)
	LUBS1755	Business & Society (Combined)
	LUBS1760	Business & Society Organisational Theory
	LUBS1765	Business & Society Social Theory
	LUBS1850	Organisational Behaviour
	LUBS2000	Management Work & Organisation
	LUBS2060	Contemporary Ind. Relations
	LUBS2885	HRM Research Practice & PT
	LUBS2890	Organisation & Human Resource
	LUBS3001	Gender & Equality at Work
	LUBS3002	Diversity Management
	LUBS3055	Controversies
	LUBS3095	Global Perspectives on HRM
	LUBS3310	HR Mgmt: Dissertation
	LUBS3855	Strategic Human Resource Mgmt
Awards (e.g. BA/BSc/MSc etc):	BA HRM	

## 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](mailto: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*

No matters for 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 and this was very useful in gaining a feel for previous issues raised.

**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 aims and ILOs were appropriate for the award of undergraduate degrees. The structure and content of the programme were appropriate, and also topical and engaging. Assessments and marking standards were appropriate and comparable with practice at other universities of equivalent standing.
  
- 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 met the expectations of HEFCE subject benchmark statements. Programme content is broadly in line with similar programmes offered by other comparable universities while reflecting the particular research strengths of LUBS staff.
  
- 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.*

Assessments were appropriate and provided an effective test of whether students had acquired the knowledge identified in the stated learning outcomes. Assessment methods varied in appropriate ways to maintain student interest and allow the demonstration of a range of skills. Effective feedback was provided on assignments. Appropriate care and rigour was evident in setting coursework and examinations, and this also applied to the marking of work. Marking standards were consistent between modules. It was particularly pleasing to see decisive and appropriate marking of borderline scripts and the avoidance of awarding marks of 49, 59 and 69. This suggests markers have shared norms with regard to the expected standard of work that is required for degree classification.
  
- 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 provided students with adequate opportunities to demonstrate their achievement. Students at the top end produced work of impressive quality that displayed a good understanding of the appropriate literature.
  
- 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.*

Unable to comment as this is my first year in this role.
  
- 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 terms of the range of modules offered and the issues covered within them, it is fair to say that the curriculum reflects the research strengths of LUBS staff. Specifically, modules are more likely than those in some other institutions to address equality, industrial relations and labour market issues. The module content and quality of student work in some of these areas is excellent. Overall, the curriculum provides students with a firm grasp of the role of HRM within organisations and most notably also within society.
  
- 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 guidance was clear, thank you.

**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.*

All material was provided as appropriate and additional material made available on request.

**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?**

All draft examination papers and assessments were sent by email in good time. The nature and level of questions were appropriate. On the rare occasion that I suggested minor changes, a revised paper was provided for final checking.

**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?**

An appropriate range of work was provided in order to make a confident assessment of the standard of student work. All scripts were clearly annotated in order to help second markers, external examiners and students to understand the marks awarded.

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

Yes, the choice of dissertation subjects were appropriate. Assessments of dissertation work were conducted to a high standard of rigour.

**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 satisfactory and my role was clear. Adequate notice was provided of the timing of the examination board that I was able to attend. The board was well run and it was pleasing to see it was also well attended by other external examiners and staff. A clear line of sight was evident with the board having responded to previous comments provided by external examiners.

My only minor suggestion is with regard to sending examination and coursework questions. These were sent by separate emails (possibly 18) when each became available. It was difficult to ensure that I checked and responded to each of these. Perhaps in future years bundling these together will make my role slightly easier, while not imposing unnecessarily onerous deadlines on staff producing the questions.

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

The procedure for dealing with extenuating circumstances was exemplary. Given the sensitive nature of these issues, they had been dealt with in a pre-board with information on a small number of cases made available if external examiners wished to check the process.

**Other comments**

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

Overall, I found this role a satisfying experience and was pleased to see the high quality of student work produced. It is with regret that I will be resigning from the position in support of UCU action.

Leeds University Business School

Maurice Keyworth Building  
University of Leeds  
Leeds LS2 9JT

W business.leeds.ac.uk



UNIVERSITY OF LEEDS

Wednesday 26<sup>th</sup> October 2016

Dear

Thank you very much for your Examiner's Report for the undergraduate Work and Employment Relations modules taught at Leeds University Business School.

We are very pleased with your comments on our programme. In particular, we appreciate your positive comments on the quality of student work in areas of 'equality, industrial relations and labour market issues' being of excellent quality. We will strive to continue to teach at the high standard you have commented on.

We noted the following comment:

- **My only minor suggestion is with regard to sending examination and coursework questions. These were sent by separate emails (possibly 18) when each became available. It was difficult to ensure that I checked and responded to each of these. Perhaps in future years bundling these together will make my role slightly easier, while not imposing unnecessarily onerous deadlines on staff producing the questions.**

**Response:** Thank you for your valuable feedback; in response to the feedback we have received on this matter we will be adapting our processes for the 2016/17 academic session. The current process of sending assessed coursework briefs and examination papers individually was to allow for a quick response to module leaders in relation to the approval of assessments, in addition to assisting administrative staff to process the large volume of assessments at Undergraduate level.

The 2016/17 academic session will see the introduction of Divisional Exam Paper Scrutiny Panels (DESPs) at the start of semesters 1 and 2, which will allow Divisions to scrutinise all in-session and resit examination papers concurrently. As a result of this change, examination papers will be sent to External Examiners as a collection in advance of the Semester 1 and 2 examination periods with the intention of including a large proportion of assessed coursework briefs at same time.

We will also be improving the communication provided at the start of the academic session to produce more transparent guidance for External Examiners to assist in their roles.

Please accept our apologies if the current process of sending examination and coursework assessment hindered your role.

World Ranked – Triple Accredited – Award Winning

As you have resigned from your tenure as external examiner after your first year on the BA programmes at Leeds University Business School, we would like to take this opportunity to thank you for your work.

Yours sincerely,

Dean, Leeds University Business School

**The University of Leeds**  
**EXTERNAL EXAMINER'S REPORT**  
**ACADEMIC YEAR: 2015-16**

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

Faculty / School of:	Business
Subject(s):	<i>Business Law and Employment Law</i>
Programme(s) / Module(s):	BA HRM/ BA Mgmt and HR LUBS2810/ LUBS3915
Awards (e.g. BA/BSc/MSc etc):	BA

**Name and home Institution / affiliation of Examiner****Completed report**

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Yes

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*It would be particularly helpful if you could also identify areas of good practice which are worthy of wider dissemination.*
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*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 on all counts
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; scripts were clearly presented
14. Was the choice of subjects for dissertations appropriate? Was the method and standard of assessment appropriate?
- n/a
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 unable to attend due to a clash with my own commitments (unavoidable)
16. Were appropriate procedures in place to give due consideration to mitigating circumstances and medical evidence?
- n/s

#### Other comments

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

In my first year of appointment, I found the admin support thorough and effective and was very happy with the materials presented to me, and the standard of marking and assessment.



**Leeds University Business School**

Maurice Keyworth Building  
University of Leeds  
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W [business.leeds.ac.uk](mailto:business.leeds.ac.uk)



**UNIVERSITY OF LEEDS**

Wednesday 26<sup>th</sup> October 2016

Dear

Thank you very much for your Examiner's Report for the undergraduate Business Law and Employment Law modules taught at Leeds University Business School.

We are very pleased with your comments on our programme. In particular, we appreciate your positive comment on the administration support provided to you being thorough and effective, as well as your comment that you were happy with the standard of assessment on the business law and employment law modules.

On behalf of the Work and Employment Relations Division thank you once again for the assistance you have given us, and I look forward to meeting you at next year's examination board.

Yours sincerely,

Dean, Leeds University Business School

World Ranked – Triple Accredited – Award Winning