

The University of Leeds
EXTERNAL EXAMINER'S REPORT
ACADEMIC YEAR: 2016-17

Part A: General Information

Subject area and awards being examined

Faculty / School of:	Business
Subject(s):	WERD
Programme(s) / Module(s):	BA-HRM/BA-Management and the Human Resource LUBS 200001, 206001, 258001, 288501, 300101, 300201, 309501, 331101, 385001, 385501, 112509.
Awards (e.g. BA/BSc/MSc etc):	BA

Part B: Comments for the Institution on the Examination Process and Standards

Points of innovation and/or good practice

Please highlight areas of innovation or good practice within the programmes or processes you have been involved with in this box. Generally challenging modules that stretch the students and provide opportunities to demonstrate learning. Use of a variety of assessment modes. In particular like the structured 5-part portfolio on LUBS288501.

Enhancements made from the previous year

Please highlight any enhancements made to the programme(s) or processes over the past year in this box.
 N/A as new appointment

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

For Examiners in the first year of appointment

1.	Were you provided with an External Examiners Handbook?	Y
2.	Were you provided with copies of previous relevant External Examiners' reports and the response of the School to these?	Y
3.	Were you provided with a External Examiner Mentor?	N

For Examiners completing their term of appointment

4.	Have you observed improvements in the programme(s) over the period of your appointment?	N/A
5.	Has the school responded to comments and recommendations you have made?	N/A
6.	Where recommendations have not been implemented, did the school provide clear reasons for this?	N/A
7.	Have you acted as a External Examiner Mentor?	N/A

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

8.	Is the overall programme structure coherent and appropriate for the level of study?	Y
9.	Does the programme structure allow the programme aims and intended learning outcomes to be met?	Y
10.	Are the programme aims and intended learning outcomes commensurate with the level of award?	Y
11.	Did the Aims and ILOs meet the expectations of the national subject benchmark (where relevant)?	Y
12.	Is the programme(s) comparable with similar programmes at other institutions?	Y
<p><i>Please use this box to explain your overall impression of the programme structure, design, aims and intended learning outcomes.</i></p> <p>Programme aims and ILOs appropriate for UG degree. Structure and content interesting, covering areas of current interest and up to date with recent research.</p>		
13.	Is the influence of research on the curriculum and learning and teaching clear?	Y
<p><i>Please explain how this is/could be achieved (examples might include: curriculum design informed by current research in the subject; practice informed by research; students undertaking research)</i></p> <p>There is clear links between research and teaching. I would agree with the comments made by the last EE in that for me personally there is an unusual and very positive focus on equality and diversity and industrial relations subjects within the curriculum, which no doubt reflects the particular research interests of staff here. I note for example the very interesting module on management consulting which is not seen on many programmes elsewhere. This actually makes the LUBS programmes distinctive.</p> <p>Check that reading lists are as up to date as they can be. On the Eq and Div module for instance, old versions (2005) of books are being used when there are up to date versions.</p>		
14.	Does the programme form part of an Integrated PhD?	N
<p><i>Please comment on the appropriateness of the programme as training for a PhD:</i></p> <p>N/A</p>		
15.	Does the programme include clinical practice components?	N
<p><i>Please comment on the learning and assessment of practice components of the curriculum here:</i></p> <p>N/A</p>		
16.	Is the programme accredited by a Professional or Statutory Regulatory Body (PSRB)?	?
<p><i>Please comment on the value of, and the programme's ability to meet, PSRB requirements here:</i></p> <p>I am unclear how this links into CIPD accreditation</p>		

Assessment and Feedback

17.	Does the programme design clearly align intended learning outcomes with assessment?	Y
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Please comment on the assessment methods and the appropriateness of these to the ILOs, in particular: 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.

Would be useful to understand the rationale for the high variability across modules in terms of assessment modes i.e. Different 20 credit modules can have 2000 or 3000 word essays, some have only 2 assessment points and some have up to 4. As a student this could possibly lead to confusion or feelings of inequity.

One might also look at whether some modules are over-assessed?

18.	Is the design and structure of the assessment methods appropriate to the level of award?	Y
19.	Were students given adequate opportunity to demonstrate their achievement of the programme aims and intended learning outcomes?	Y

Please comment on 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 student cohort is very strong here with a much shorter tail of weak marks. This is in direct comparison to my own institution where there are many more fails. The generic marking criteria is tougher than at DMU. I would say LUBS is comparable to institutions such as where I have worked and where I am also external examiner. Strong critical ability by many with highly descriptive answers in line with results at other institutions.

Please use this box to provide any additional comments you would like to make in relation to assessment and feedback:

In relation to marking I found the marking consistent across the samples and the range to be appropriate. However, I would encourage markers to use the fuller range of distinction marks which I feel are used rarely. I think that there could be more marks awarded in the 80s given the high calibre of these assessments. Markers seem wedded to using the 70-75 range only.

Generally, feedback and evidence of marking was very good and offered students clear rationales for the grades achieved and areas they could improve.

The Progression and Awards Process

20.	Were you provided with guidance relating to the External Examiners role, powers and responsibilities in the examination process?	Y
21.	Was the progression and award guidance provided sufficient for you to act effectively as an External Examiner?	Y
22.	Did you receive appropriate programme documentation for your area(s) of responsibility?	N Only got information on asking at the validation day
23.	Did you receive appropriate module documentation for your area(s) of responsibility?	N Only got module guides on asking at the validation day
24.	Did you receive full details of marking criteria applicable to your area(s) of responsibility?	N
25.	Were you provided with all draft examination papers/assessments?	N/A
26.	Was the nature and level of the assessment questions appropriate?	Y
27.	Were suitable arrangements made to consider your comments on assessment questions?	N/A

28.	Was sufficient assessed work made available to enable you to have confidence in your evaluation of the standard of student work?	Y
29.	Were the examination scripts clearly marked/annotated?	Y
30.	Was the choice of subjects for final year projects and/or dissertations appropriate?	Y
31.	Was the method and standard of assessment appropriate for the final year projects and/or dissertations?	Y
32.	Were the administrative arrangements satisfactory for the whole process, including the operation of the Progression and Awards Board?	Y
33.	Were you able to attend the Progression and Awards Board meeting?	Y but had to withdraw due to industrial actions
34.	Were you satisfied with the recommendations of the Progression and Awards Board?	N/A
35.	Were you satisfied with the way decisions from the School Special Circumstances meeting were communicated to the Progression and Awards Board?	N/A
<p><i>Please use this box to provide any additional comments you would like to make on the questions above:</i></p>		

Other comments

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

Excellent administration of the validation day. Clear paperwork and ordered samples. Made my job much easier. Excellent support from all staff concerned.



Monday, 5th February 2018

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 regarding our "unusual and very positive focus on equality and diversity and industrial relations subjects within the curriculum". We will strive to continue to teach at the high standard on which you have remarked.

We noted the following comments:

- **Check that reading lists are as up to date as they can be. On the Equality and Diversity module for instance, old versions (2005) of books are being used when there are up to date versions.**

This issue will be raised with the module leader responsible, and increased efforts will be made to ensure reading lists remain current.

- **I would encourage markers to use the fuller range of distinction marks which I feel are used rarely. I think that there could be more marks awarded in the 80s given the high calibre of these assessments. Markers seem wedded to using the 70-75 range only.**

Your encouragement to use the upper echelons of the first-class category will be relayed to all assessors on WERD modules.

- **[It] would be useful to understand the rationale for the high variability across modules in terms of assessment modes i.e. Different 20 credit modules can have 2000 or 3000 word essays, some have only 2 assessment points and some have up to 4. As a student this could possibly lead to confusion or feelings of inequity. One might also look at whether some modules are over-assessed?**

Thank you for raising this important issue. LUBS is currently mid-way through a 'rationalisation of assessment' exercise, and the module to which your comment is principally directed – LUBS2885 HRM Research Practice and Personal Tutorials – will undergo an additional review of assessment to establish the extent to which 2 essays as well as a comprehensive portfolio are necessary. We are keen to not 'over-assess' students.

On behalf of the Work & Employment Relations 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.