

The University of Leeds
EXTERNAL EXAMINER'S REPORT

ACADEMIC YEAR: 2016-17

Part A: General Information

Subject area and awards being examined

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|-------------------------------|---|
| Faculty / School of: | Leeds University Business School |
| Subject(s): | <i>Marketing</i> |
| Programme(s) / Module(s): | BA Management with Marketing and BSc International Business and Marketing Modules |
| Awards (e.g. BA/BSc/MSc etc): | BA and BSc |

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.

The modules I moderated in the past academic year presented a variety of methods of assessment, which is a real plus for students who can have different learning & teaching experiences and develop different types of skills. All the modules included appropriate assessments for students balancing analytical and creative skills, as well as team working and individual study. All assessments encouraged students to adopt a critical approach towards the discipline of marketing, asking for example to comment on recent marketing-related examples from the “real world”. Besides, some of the modules I moderated (e.g., fundamentals of marketing, marketing strategy) presented outstanding assessment guidelines for markers. Being a module convener managing a team of colleagues, I am fully aware of the importance but also the difficulty of ensuring fairness and consistency across exams when a team of markers is involved. The assessment guidelines provided in some of the modules I moderated were an excellent examples of what a module convener should do. I was positively impressed by the nature and quality of instructions and examples given to markers to guide their evaluations. Very well done.

Enhancements made from the previous year

Please highlight any enhancements made to the programme(s) or processes over the past year in this box.

NA (2016/2017 is my first year of 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

None

For Examiners in the first year of appointment

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

For Examiners completing their term of appointment

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

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

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| 8. | Is the overall programme structure coherent and appropriate for the level of study? | Y / N |
| 9. | Does the programme structure allow the programme aims and intended learning outcomes to be met? | Y / N |
| 10. | Are the programme aims and intended learning outcomes commensurate with the level of award? | Y / N |
| 11. | Did the Aims and ILOs meet the expectations of the national subject benchmark (where relevant)? | Y / N |
| 12. | Is the programme(s) comparable with similar programmes at other institutions? | Y / N |

Please use this box to explain your overall impression of the programme structure, design, aims and intended learning outcomes.

The two programmes I am moderating have different aims and learning outcomes to be met. In each case, I believe they are appropriate for the subject area and the level of study. Specifically, the mix of modules and components included in both programmes of studies prepare students for the intended aims and learning outcomes. Both programmes cover the core areas for the discipline of marketing (e.g., fundamentals of marketing, marketing strategy, consumer behaviour, marketing research, advertising and promotional management). The quality of the modules is excellent, their level is adequate, and are comparable to those at other institutions of similar level where I have worked

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| 13. | Is the influence of research on the curriculum and learning and teaching clear? | Y / N |
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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)

As external examiner, I don't remember I was given the syllabus of the modules, but only materials related to the assessments. In the future, I would like to receive the syllabus (even in a short/ condensed form) to better understand the contents of the modules. However, I tend to think that the business school is delivering well with respect to this criterion. Being a research-led institution, the university of Leeds University Business School employs a large part of the faculty who are actively engaged in research and integrate their own research or research knowledge into their classes. I would expect this member of the faculty to inform and involve students in research-related issues.

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| 14. | Does the programme form part of an Integrated PhD? | Y / N |
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Please comment on the appropriateness of the programme as training for a PhD:

NA

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| 15. | Does the programme include clinical practice components? | Y / N |
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Please comment on the learning and assessment of practice components of the curriculum here:

NA

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| 16. | Is the programme accredited by a Professional or Statutory Regulatory Body (PSRB)? | Y / N |
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| <p><i>Please comment on the value of, and the programme's ability to meet, PSRB requirements here:</i></p> <p>Both programmes I am moderating are approved by the Chartered Institute of Marketing (CIM). I have recently been involved in the accreditation process of undergraduate marketing programmes at my current institution , and have been directly exposed to the requirements of the CIM. Based on this knowledge I have recently developed, I can confidently say that both programmes are fully delivering on the CIM requirements. Overall, marketing-related modules are aligned with the requirements of the CIM in terms of marketing concepts, analysis & insights, planning, implementation & control outlined for levels 4, 5, and 6.</p> | | |

Assessment and Feedback

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| 17. | Does the programme design clearly align intended learning outcomes with assessment? | Y / N |
| <p><i>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.</i></p> <p>There was a variety of assessment methods used across marketing modules. Overall, assessment methods were well designed and structured. Marking was fair and consistent, and done in a transparent way. As external examiner, I was sent exam scripts to moderate, where I could clearly read the marking and comments of first marker and second marker/ moderator. For each module, I was provided with a summary of marks and comments from the first marker and second marker/ moderator. Feedback to students were detailed and comprehensive, exceptional in some modules. Based on the marks achieved by students, and the quality of their work, I believe that learning and assessment methods are appropriate and successful.</p> | | |
| 18. | Is the design and structure of the assessment methods appropriate to the level of award? | Y / N |
| 19. | Were students given adequate opportunity to demonstrate their achievement of the programme aims and intended learning outcomes? | Y / N |
| <p><i>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:</i></p> <p>Academic standards of students were generally high, and aligned with those at similar institutions where I have worked</p> | | |
| <p><i>Please use this box to provide any additional comments you would like to make in relation to assessment and feedback:</i></p> <p>-</p> | | |

The Progression and Awards Process

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

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| 28. | Was sufficient assessed work made available to enable you to have confidence in your evaluation of the standard of student work? | Y / N |
| 29. | Were the examination scripts clearly marked/annotated? | Y / N |
| 30. | Was the choice of subjects for final year projects and/or dissertations appropriate? | Y / N |
| 31. | Was the method and standard of assessment appropriate for the final year projects and/or dissertations? | Y / N |
| 32. | Were the administrative arrangements satisfactory for the whole process, including the operation of the Progression and Awards Board? | Y / N |
| 33. | Were you able to attend the Progression and Awards Board meeting? | Y / N |
| 34. | Were you satisfied with the recommendations of the Progression and Awards Board? | Y / N |
| 35. | Were you satisfied with the way decisions from the School Special Circumstances meeting were communicated to the Progression and Awards Board? | Y / N |
| <p><i>Please use this box to provide any additional comments you would like to make on the questions above:</i></p> <p>Unable to attend the Progression and Awards Board, cannot answer Q 34 and 35.</p> | | |

Other comments

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

Just would like to add that my experience as EE was great, and I was very pleased to see the excellent work of faculty and achievements by students. As highlighted above, for the future, I would like to receive the syllabus of modules I have to moderate, in order to gain a better understanding of the contents of the module and its assessment. Many thanks.



Monday, 5th February 2018

Dear

Thank you very much for your Examiner's Report for the Management with Marketing programme. We are very pleased with your comments on our programme. In particular, thank you for noting examples of good practice regarding range of assessment and guidelines for markers along with the recognition of our professional staff. We also appreciate your comments about the level of feedback we provide to our students.

We noted the following comments:

- **As external examiner, I don't remember I was given the syllabus of the modules, but only materials related to the assessments. In the future, I would like to receive the syllabus (even in a short/ condensed form) to better understand the contents of the modules.**

For subsequent years, the details you require should all be accessible in the Virtual Learning Environment (although this is not documented in hard copy format) for each of the modules you are assessing. Please ask for guidance from our professional staff and they will be able to help you access the information regarding module content and syllabus.

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 assessment board.

Yours sincerely

Dean, Leeds University Business School