

**The University of Leeds**  
**EXTERNAL EXAMINER'S REPORT**

ACADEMIC YEAR: 2016-17    QA Team received 03/07/2017

**Part A: General Information**

**Subject area and awards being examined**

Faculty / School of:	Leeds University Business School
Subject(s):	International Business
Programme(s) / Module(s):	Various modules of international business nature, constituting the BSc International Business degree programme.
Awards (e.g. BA/BSc/MSc etc):	BSc in International Business

**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.*

Provision of failed exam feedback is highly commendable. Providing brief comments for high marks is also a good practice applied by some. It would be good if this was common practice. Generally, useful feedback on coursework is provided.

**Enhancements made from the previous year**

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

This is my first year as an external examiner on this programme.

**Matters for Urgent Attention**

*None*

**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?	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*

N/A

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**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

For this level of award, the structure and academic content of the programme are appropriate. The aims and intended learning outcomes are also appropriate and collectively they represent a programme that compares favourably with other institutions of similar academic standards.

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

It is clearly evident that teaching on the modules is research-led, capturing contemporary issues in research and practice. Students have an opportunity to apply their learned research skills directly in a research methods course, reviewing literature and identifying appropriate methodological approaches. Moreover, there is evidence that students cite contemporary research articles in their work.

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

**N/A**

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

**N/A**

16.	Is the programme accredited by a Professional or Statutory Regulatory Body (PSRB)?	N
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*Please comment on the value of, and the programme's ability to meet, PSRB requirements here:*

**N/A**

**Assessment and Feedback**

17.	Does the programme design clearly align intended learning outcomes with assessment?	Y / N
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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.*

A variety of assessment methods are employed, and the overall assessments for the programme are appropriate, providing an opportunity to cover all the ILOs of the programme. I am pleased with the arrangements for marking, with effective use of second marking. Useful feedback on coursework is provided and from the quality of students' work, there is evidence of high standards of teaching on the programme.

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
<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>While I cannot compare the current cohort to the previous one, given that this is my first year, however, it is clear from the quality of answers that I reviewed that the majority of students' work, in both assignments and exams, is of a high standard. The standard of students' achievement is favourably comparable to similar institutions.</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>		

### 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?	Y
23.	Did you receive appropriate module documentation for your area(s) of responsibility?	Y
24.	Did you receive full details of marking criteria applicable to your area(s) of responsibility?	Y
25.	Were you provided with all draft examination papers/assessments?	Y
26.	Was the nature and level of the assessment questions appropriate?	Y
27.	Were suitable arrangements made to consider your comments on assessment questions?	Y
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
34.	Were you satisfied with the recommendations of the Progression and Awards Board?	Y
35.	Were you satisfied with the way decisions from the School Special Circumstances meeting were communicated to the Progression and Awards Board?	Y
<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**

The exam board was professionally conducted, providing a healthy discussion of issues before making decisions.

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Leeds LS2 9JT

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UNIVERSITY OF LEEDS

Monday, 5<sup>th</sup> February 2018

Dear

Thank you very much for your Examiner's Report for the International Business division suite of programmes. We are very pleased with your comments on our programme. In particular, your points on our innovations and good practice on the programme. We also appreciate your comments about the high standards of teaching you have observed on the programme.

We noted the following comments:

- **Provision of failed exam feedback is highly commendable. Providing brief comments for high marks is also a good practice applied by some. It would be good if this was common practice. Generally useful feedback on coursework is provided.**

This comment has been referred our Director of Assessments and will form part of our Assessment and Feedback action plan, which we are currently developing. We aim to ensure that we have a consistent approach to assessment feedback and that good practice is provided by all. Once we have completed our Assessment and Feedback action plan we will be happy to send it to you for comment.

On behalf of the International Business 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

World Ranked – Triple Accredited – Award Winning