

The University of Leeds

EXTERNAL EXAMINER'S REPORT

ACADEMIC YEAR: 2017-18 QAT Received 20/06/2018

Part A: General Information

Subject area and awards being examined

Title and Name of Examiner:

<i>Faculty / School of:</i>	Leeds University Business School
<i>Subject(s):</i>	Management
<i>Programme(s) / Module(s):</i>	Management LUBS396601, LUBS307001, LUBS202001, LUBS2085, LUBS290001, LUBS297001, LUBS300801
<i>Awards (e.g. BA/BSc/MSc etc):</i>	BA Management

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.
 Good range of assessments with innovative coursework on a number of modules that required the students to engage with actual businesses to complete the assessments. This allowed the students to set their learning into context. Good pieces of work applied knowledge effectively into practice.

Enhancements made from the previous year

Please highlight any enhancements made to the programme(s) or processes over the past year in this box.
 Overall feedback has improved with students receiving in-text annotation as well as summative feedback that allows them to identify areas for improvement. Except for one module annotation was provided on exam scripts which made it easier to review as an external examiner as marks achieved were noted as well as areas of weakness.

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

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

For Examiners completing their term of appointment

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

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

The quality of feedback has improved during my time as an examiner with students being provided with more detailed feedback on achievements as well as identifying areas requiring improvement. Annotation within exam scripts has also improved helping with consistency of grading between different tutors.

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>Management is a balanced programme offering a good range of subjects. Alongside academic modules students have the opportunity to study applied subjects with practical pieces of coursework to develop their knowledge and understanding. Personal development is embedded within the degree and students who engage with this process are highly reflective learners pushing themselves towards good grades.</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>Assessments draw on current topics within the field requiring students to critically engage with theoretical concepts and provide relevant examples to demonstrate their understanding. In one module students act as consultants which requires them to undertake primary and secondary research to report back to their client.</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>		
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>		
16.	Is the programme accredited by a Professional or Statutory Regulatory Body (PSRB)?	/ N
<p><i>Please comment on the value of, and the programme's ability to meet, PSRB requirements here:</i></p>		

Assessment and Feedback

17.	Does the programme design clearly align intended learning outcomes with assessment?	Y
<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>Assessment methods vary depending on the module so across the degree students can develop an appropriate range of skills and abilities relevant to management. Assessment methods match the ILOs and the level of critical engagement required increases as students' progress through the three years of their degree. Across all modules there was an appropriate range of performance with weaker students scoring low grades and high performing students being rewarded with good grades.</p>		
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>The standards demonstrated by students were appropriate for the grades awarded. One module made use of the full range of marks which was pleasing to see. In a number of modules the highest mark awarded was in the 70-80 grade range. The best pieces of work in these modules were worth slightly more and this recommendation was made on the module report forms.</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 Examiner's 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?	N/A
31.	Was the method and standard of assessment appropriate for the final year projects and/or dissertations?	N/A
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?	N
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>		

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

I was unable to attend the Progression and Awards Board as the date was changed just three weeks before hand. In previous years the validation day immediately preceded the Progression and Awards Board but this year it was held the following week. Due to a previous commitment I was unable to attend.

Part C: School Response to External Examiner Report

Name of School and Head of School (or nominee)

Title and Name of Examiner:

Subject(s):

BA Management/Management with Marketing

Programme(s) / Module(s):

Management
LUBS396601, LUBS307001, LUBS202001, LUBS2085, LUBS290001, LUBS297001,
LUBS300801

Awards (e.g. BA/BSc/MSc etc):

BA

Title and Name of Responder:

Position:*

Director of Undergraduate Management Programmes

Faculty / School of:

Leeds University Business School

Address for communication:

Email:

Telephone:

**If the individual responding to the report is not the Head of School please state their position within the School.*

Completing the School response

Response to Points of innovation and/or good practice

Thank you for your positive comments about the good range of assessment and innovative coursework. I agree with your note that this will help apply knowledge into practice.

Response to Enhancements made from the previous year

I am pleased to see that you feel our level of feedback provided for assessment has improved this year. You have indicated that the good practice of annotating exam scripts is being followed.

Response to Matters for Urgent Attention

If any areas have been identified for urgent attention before the programme is offered again please provide a specific response to them here:

N/A.

Response to questions 1-7 (and related comments)

Schools may provide a general response; however, where Examiners raise specific points these must be addressed individually:

It is pleasing to hear that the level of feedback provided for assessment has increased during your time as an External Examiner at the Business school. I agree that it is helpful when student achievement is celebrated and noted in feedback in addition to where students can strengthen their work.

Standards

Response to questions 8 to 16 (and related comments)

Schools may provide a general response; however, where Examiners raise specific points these must be addressed individually:

May I thank you for your very positive comments here that the Management programme is well-balanced, offering applied topics as well that help students understand the applied nature of their discipline while also developing academic skills at an advanced level, drawing on critical analysis while also developing their analytical skills.

Assessment and Feedback

Response to questions 17 to 19 (and related comments)

Schools may provide a general response; however, where Examiners raise specific points these must be addressed individually:

While, in general, you note that most markers are using the full-range of marks available, you mention that there was an occurrence where you felt the higher mark could have been applied. Thank you for your diligence in identifying this. The marker was informed and agreed with your comments, awarding a higher mark. I will make sure the module team are briefed on the need to consider the full range of marks available to them and acknowledging excellent pieces of work.

The Progression and Awards Process

Response to questions 20-35 (and related comments)

Schools may provide a general response; however, where Examiners raise specific points these must be addressed individually:

N/A.

Other comments

Response to items included in the 'Other Comments' section of the report

I note your comments about the timings of the Progression and Awards Board being arranged in a different week and the inconvenience of this. I am sorry to hear you were not able to attend both weeks, although this is perfectly understandable.

The amendment of the exam board date was primarily guided by the industrial action and the potential impact on student's assessment. The faculty had to be assured that all necessary measures had been taken to ameliorate any impact caused by the industrial action. This meant undertaking a rigorous analysis of all modules and programmes and re-visiting our internal quality assurance processes. Alongside the analysis and review of the potential impact, the faculty felt that a clear split of the assessment board and award and progression board would allow a rigorous reflection of the cohort and individual student marks at each meeting, also affording extra time to act upon any issues that may have arose. This additional measure would add a level of agility to our meetings and secure the same level of robustness to our processes.

The University of Leeds

EXTERNAL EXAMINER'S REPORT

ACADEMIC YEAR: 2017-18 QAT Received 25/07/2018

Part A: General Information

Subject area and awards being examined

Title and Name of Examiner:

<i>Faculty / School of:</i>	Leeds University Business School (LUBS)
<i>Subject(s):</i>	Management
<i>Programme(s) / Module(s):</i>	LUBS1015 Enterprise in Action LUBS2035 Finance for Small Business LUBS2045 Entrepreneurship in Theory and Practice LUBS2055 Academic and Management Skills LUBS2075 Gender and Entrepreneurship LUBS3015 Advanced Entrepreneurship LUBS3955 Leadership in Organisations LUBS3975 Managing Innovation & Technology
<i>Awards (e.g. BA/BSc/MSc etc):</i>	BA Management

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.

I have been consistently impressed with the efficiency of the administration of the external examination process.

Enhancements made from the previous year

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

None noted.

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

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

I have been impressed by the coverage and outcomes of the individual modules that contribute to the entrepreneurship and innovation portfolio that I have been asked to review.

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)

There is clear evidence of an expectation of an understanding and application of contemporary theory in all the modules reviewed.

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:

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:

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

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.

18.	Is the design and structure of the assessment methods appropriate to the level of award?	Y / N
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19.	Were students given adequate opportunity to demonstrate their achievement of the programme aims and intended learning outcomes?	Y / N
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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 remain confident that the academic standard demonstrated by students on the modules scrutinised is comparable with that of equivalent programmes elsewhere.

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

I am particularly impressed with the detailed coursework assessment and feedback in modules that used the Grademark system to provide:

- 1) An overall summary of the submission;
- 2) Detailed inline comments; and
- 3) A detailed rubric that showed the breakdown of marks against assessment criteria

I have adopted this structure for my own teaching and suggest that, where appropriate, it might be more widely applied across the school.

The Progression and Awards Process

20.	Were you provided with guidance relating to the External Examiner's 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
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/A
31.	Was the method and standard of assessment appropriate for the final year projects and/or dissertations?	Y / N/A
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

Please use this box to provide any additional comments you would like to make on the questions above:

Unfortunately I was not able to attend the Progression and Awards board and this I am unable to comment on items 34 and 35.

Other comments

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

Part C: School Response to External Examiner Report

Name of School and Head of School (or nominee)

Title and Name of Examiner:

Subject(s):

BA Management

Programme(s) / Module(s):

LUBS1015, 2035, 2045, 2055, 2075, 3015, 3955, 3975

Awards (e.g. BA/BSc/MSc etc):

BA

Title and Name of Responder:

Position:*

Director of Undergraduate Management Programmes

Faculty / School of:

Leeds University Business School

Address for communication:

Email:

Telephone:

**If the individual responding to the report is not the Head of School please state their position within the School.*

Completing the School response

Response to Points of innovation and/or good practice

Thank you for your comments regarding the efficiency of the external examination process. We recognise the value of external examination and contributions this makes to the quality of our programmes.

Response to Enhancements made from the previous year

N/A

Response to Matters for Urgent Attention

If any areas have been identified for urgent attention before the programme is offered again please provide a specific response to them here:

N/A

Response to questions 1-7 (and related comments)

Schools may provide a general response; however, where Examiners raise specific points these must be addressed individually:

N/A

Standards

Response to questions 8 to 16 (and related comments)

Schools may provide a general response; however, where Examiners raise specific points these must be addressed individually:

Thank you for your comments regarding the contribution from the entrepreneurship and innovation portfolio of modules. This is noted.

Assessment and Feedback

Response to questions 17 to 19 (and related comments)

Schools may provide a general response; however, where Examiners raise specific points these must be addressed individually:

I note your comments regarding the high level of academic standards being maintained and the quality of assessment and feedback from those modules where the Grademark process is applied. It is particularly pleasing to read these comments as the School's usage of Grademark for all coursework assessment is increased.

The Progression and Awards Process

Response to questions 20-35 (and related comments)

Schools may provide a general response; however, where Examiners raise specific points these must be addressed individually:

N/A

Other comments

Response to items included in the 'Other Comments' section of the report

N/A

The University of Leeds
EXTERNAL EXAMINER'S REPORT

ACADEMIC YEAR: 2017-18 QAT Received 03/07/2018

Part A: General Information

Subject area and awards being examined

Title and Name of Examiner:

<i>Faculty / School of:</i>	LUBS
<i>Subject(s):</i>	Management
<i>Programme(s) / Module(s):</i>	LUBS2080, 2660, 2895, 2910, 7001, 8001, 8003 9001,
<i>Awards (e.g. BA/BSc/MSc etc):</i>	Various management division programmes.

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.

There is a good range of assessments being offered on the course and I think that the programme usefully ensures that students are continuously exposed to leading research and there is a clear link between teaching and learning and research on programmes.

I also feel that modules such as LUBS2080 provide an excellent level of stretch to stronger students while providing sufficient guidance to others.

Enhancements made from the previous year

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

The quality of feedback has continued to improve over my term.

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

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

For Examiners completing their term of appointment

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

7.	Have you acted as an External Examiner Mentor?	Y
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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

Overall the standard of assessment has been consistently strong so this is really about maintaining strong standards and improvement rather than radical changes.

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

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

The programme structure is strong.

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 clear from modules such as LUBS2080 and others (See individual reports sent to department) that students are both exposed to cutting edge research but there is a clear expectation that they are *reading* for a degree and will have to make their own enquiries and develop their own research skills.

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:

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:

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:

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.

I have detailed these on individuals for each of the modules. You would be better off turning these individual forms into a single form that is merged into this report form to stop duplication.

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>The full range of marks are being awarded and I think that the level of rigour around assessment means that stronger students are about to differentiate themselves from others.</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 Examiner's 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?	N
34.	Were you satisfied with the recommendations of the Progression and Awards Board?	NA
35.	Were you satisfied with the way decisions from the School Special Circumstances meeting were communicated to the Progression and Awards Board?	NA
<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

Part C: School Response to External Examiner Report

Name of School and Head of School (or nominee)

Title and Name of Examiner:

Subject(s):

BA Management

Programme(s) / Module(s):

LUBS2080, 2660, 2895, 2910, 7001, 8001, 8003 9001,

Awards (e.g. BA/BSc/MSc etc):

BA

Title and Name of Responder:

Position*:

Director of Undergraduate Management Programmes

Faculty / School of:

Leeds University Business School

Address for communication:

Email:

Telephone:

**If the individual responding to the report is not the Head of School please state their position within the School.*

Completing the School response

Response to Points of innovation and/or good practice

I am pleased to see you believe there are a good range of assessments on the programme and that the content is developed to expose students to the research we are conducting at the School. LUBS2080 is highlighted for the stretching the stronger students while the module provides ample support for other students. I make the module team aware of your comments.

Response to Enhancements made from the previous year

It is pleasing to hear that the quality of feedback has improved over the time you have been an External Examiner at the Business School.

Response to Matters for Urgent Attention

If any areas have been identified for urgent attention before the programme is offered again please provide a specific response to them here:

N/A.

Response to questions 1-7 (and related comments)

Schools may provide a general response; however, where Examiners raise specific points these must be addressed individually:

You indicate standards of assessment continue to be strong, which I am very pleased to hear.

Standards

Response to questions 8 to 16 (and related comments)

Schools may provide a general response; however, where Examiners raise specific points these must be addressed individually:

I think the comment you make that in addition to the content students are exposed to during taught sessions there is a clear expectation that they also need make their own enquiries and work on developing their research skills applying an element of independent learning. I am encouraged that you feel we have developed a good blend of supported taught content and guided independent learning.

Assessment and Feedback

Response to questions 17 to 19 (and related comments)

Schools may provide a general response; however, where Examiners raise specific points these must be addressed individually:

I am pleased to read that you feel the range of marks are being applied during the marking of assessment, differentiating the stronger students.

The Progression and Awards Process

Response to questions 20-35 (and related comments)

Schools may provide a general response; however, where Examiners raise specific points these must be addressed individually:

N/A

Other comments

Response to items included in the 'Other Comments' section of the report

N/A

The University of Leeds

EXTERNAL EXAMINER'S REPORT

ACADEMIC YEAR: 2017-18

Part A: General Information

Subject area and awards being examined

Title and Name of Examiner:

Faculty / School of:

Business School, Faculty of Social Sciences

Subject(s):

Management

Programme(s) / Module(s):

LUBS206501	Managing Innovation in Business
LUBS300701	Enterprise Development Project
LUBS101001	Understand Social Enterprises
LUBS101002	Understand Social Enterprises
LUBS399001	Innovation, Thinking and Practice
LUBS300901	Social Networking and New Venture Creation
LUBS330501	Dissertation in Management
LUBS335001	Management Dissertation part time BSc

Awards (e.g. BA/BSc/MSc etc):

BA (Management)

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

Points of innovation and/or good practice

I was pleased to see a variety of different forms of assessment being used in the modules I reviewed during this academic year. Good practice included clear instructions for students.

Enhancements made from the previous year

As outlined above, the variety of different forms of assessment used across the modules was pleasing to see.

Matters for Urgent Attention

N/A.

For Examiners in the first year of appointment

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

For Examiners completing their term of appointment

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

This is my second year as an External Examiner at Leeds. I was pleased to see that the suggestions to include more variety into the assessments has been taken up and successfully implemented.

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>The modules outlined above are well structured and enable the intended learning outcomes for the programme to be met. There is a clear alignment between the intended learning outcomes and the contents of the modules and the forms of assessment. The academics should be applauded for providing clear instructions to the students and also for updating reading lists and providing a variety of forms of assessment.</p>		
13.	Is the influence of research on the curriculum and learning and teaching clear?	Y / N
<p>There were some excellent examples of academics using their research expertise and interests and including these into teaching and learning activities. This was evidenced in the form of lecture slides/from materials for tutorials.</p>		
14.	Does the programme form part of an Integrated PhD?	Y / N
N/A		
15.	Does the programme include clinical practice components?	Y / N
N/A		
16.	Is the programme accredited by a Professional or Statutory Regulatory Body (PSRB)?	Y / N
N/A		

Assessment and Feedback

17.	Does the programme design clearly align intended learning outcomes with assessment?	Y
<p>The assessment methods clearly aligned to the Intended Learning Outcomes of each module and the wider programme. The use of variety in terms of assessment was a key strength of the assessments.</p>		
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 think that the students demonstrated very good levels of academic standards. The cohort this year has worked hard and have successfully reached their individual learning outcomes. There was a healthy distribution of marks across the modules. Students gaining higher marks demonstrated the ability to critically analyse core theories in business and management and also then provide excellent examples to back up their argumentation.</p>		

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

Forms of assessment were appropriate and well planned and clearly made available for all students. Feedback throughout the modules was of a very high standard, which was especially pleasing to see.

The Progression and Awards Process

20.	Were you provided with guidance relating to the External Examiner's 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

Please use this box to provide any additional comments you would like to make on the questions above:

Other comments

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

Thank you again to the Professional Services Team at Leeds who has been excellent in their professional and courteous manner in all my dealings with them.

Part C: School Response to External Examiner Report**Name of School and Head of School (or nominee)**

Title and Name of Examiner:

Faculty / School of:

Business School, Faculty of Social Sciences

Subject(s):

Management

Programme(s) / Module(s):

LUBS206501 Managing Innovation in Business
 LUBS300701 Enterprise Development Project
 LUBS101001 Understand Social Enterprises
 LUBS101002 Understand Social Enterprises
 LUBS399001 Innovation, Thinking and Practice
 LUBS300901 Social Networking and New Venture Creation
 LUBS330501 Dissertation in Management
 LUBS335001 Management Dissertation part time BSc

Awards (e.g. BA/BSc/MSc etc):

BA (Management)

Title and Name of Responder:

Position*:

Director of Undergraduate Management Programmes

Faculty / School of:

Leeds University Business School

Address for communication:

Room 2.11, Charles Thackrah Building
 Leeds University Business School
 University of Leeds
 Leeds LS2 9JT

Email:

Telephone:

*If the individual responding to the report is not the Head of School please state their position within the School.

Completing the School response**Response to Points of innovation and/or good practice**

I note the points you raise about the good range of assessment types and clarity of instructions provided for students. This is welcome to hear.

Response to Enhancements made from the previous year

The improvement in the range of assessments has been acknowledged. Thank you.

Response to Matters for Urgent Attention

If any areas have been identified for urgent attention before the programme is offered again please provide a specific response to them here:

N/A

Response to questions 1-7 (and related comments)

Schools may provide a general response; however, where Examiners raise specific points these must be addressed individually:

I am pleased you have noted that the programme team have responded to your comments last year that a better variety of assessment was needed. This is welcome to see.

Standards

Response to questions 8 to 16 (and related comments)

Schools may provide a general response; however, where Examiners raise specific points these must be addressed individually:

We note with welcome your positive comments about the modules being well designed to meet the learning outcomes and that academics teaching those modules should be praised for the clarity of instructions they provide during the process of teaching and assessment.

Assessment and Feedback

Response to questions 17 to 19 (and related comments)

Schools may provide a general response; however, where Examiners raise specific points these must be addressed individually:

I note in particular your comments about good levels of academic standards among students and healthy distribution of marks on assessment. In particular, it is pleasing to see you feel there is a high standard of feedback provided by our academics teaching the modules.

The Progression and Awards Process

Response to questions 20-35 (and related comments)

Schools may provide a general response; however, where Examiners raise specific points these must be addressed individually:

N/A

Other comments

Response to items included in the 'Other Comments' section of the report

Thank you for the generous comments you make about the helpful and supportive service provided by our professional services team during your visit.

The University of Leeds

EXTERNAL EXAMINER'S REPORT

ACADEMIC YEAR: 2017-18 QAT Received 04/07/2018

Part A: General Information

Subject area and awards being examined

Title and Name of Examiner:

<i>Faculty / School of:</i>	Leeds University Business School
<i>Subject(s):</i>	Management
<i>Programme(s) / Module(s):</i>	LUBS179501 The Contemporary Business Environment (not examined as of yet) LUBS269001 Global and Ethical Awareness in Business LUBS278009 Information in Organisations LUBS278101 Managing in the Digital Workplace LUBS305101 Digital Information at Work
<i>Awards (e.g. BA/BSc/MSc etc):</i>	BA

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

Points of innovation and/or good practice

I was pleased with the marking and comprehensive feedback provision of all the modules that I had examined. I must commend the staff involved in teaching and moderating the above-mentioned modules. This not only demonstrates fairness for students and their achievements, but also shows that the school is maintaining high level of quality and standards.

Enhancements made from the previous year

I have not had access to the previous year's external report.

Matters for Urgent Attention

None to report.

For Examiners in the first year of appointment

1.	Were you provided with an External Examiner Handbook?	N
2.	Were you provided with copies of previous External Examiners' reports and the School's responses to these?	N
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 an External Examiner Mentor?	Y / N

As mentioned above, I was generally pleased with the marking and comprehensive feedback provision of all the modules that I had examined.

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>The standards achieved have generally been met or exceeded in relation to the standards set. The various learning outcomes, set out in considerable detail, are appropriate and up-to-date for the programme.</p>		
13.	Is the influence of research on the curriculum and learning and teaching clear?	
<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>The assessments set emphasise on the need to refer to academic research and literature.</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>		
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>		
16.	Is the programme accredited by a Professional or Statutory Regulatory Body (PSRB)?	N
<p><i>Please comment on the value of, and the programme's ability to meet, PSRB requirements here:</i></p>		

Assessment and Feedback

17.	Does the programme design clearly align intended learning outcomes with assessment?	Y
<p>The assessments set in relation to the levels being assessed for the modules are appropriate. The assessments set in relation to the module learning outcomes are reasonable.</p>		
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>The overall academic standards demonstrated by the students are commensurate. The general performance of the cohort of students appears to be within the expected range in terms of marks / percentage. Areas of particular strength include knowledge and understanding.</p>		

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

The Progression and Awards Process

20.	Were you provided with guidance relating to the External Examiner's 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?	N/A
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?	N
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

Please use this box to provide any additional comments you would like to make on the questions above:

Other comments

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

Part C: School Response to External Examiner Report

Name of School and Head of School (or nominee)

Title and Name of Examiner:

Subject(s):

BA Management/BA Management with Marketing

Programme(s) / Module(s):

LUBS179501 The Contemporary Business Environment (not examined as of yet)
LUBS269001 Global and Ethical Awareness in Business
LUBS278009 Information in Organisations
LUBS278101 Managing in the Digital Workplace
LUBS305101 Digital Information at Work

Awards (e.g. BA/BSc/MSc etc):

BA

Title and Name of Responder:

Position*:

Director of Undergraduate Management Programmes

Faculty / School of:

Leeds University Business School

Address for communication:

Email:

Telephone:

**If the individual responding to the report is not the Head of School please state their position within the School.*

Completing the School response

Response to Points of innovation and/or good practice

Many thanks for your comments regarding these points. It is encouraging to hear that feel the module teams are providing good feedback to students and you comments commending the staff involved with these modules will be passed on. Your comments about the school maintaining a high level of quality and standard and that this is reflected in the programme modules is very generous.

Response to Enhancements made from the previous year

I am sorry to hear that you were unable to gain access to last year's reports and therefore were unable to provide comments about any enhancements on the programme over the current academic year.

Response to Matters for Urgent Attention

If any areas have been identified for urgent attention before the programme is offered again please provide a specific response to them here:

N/A.

Response to questions 1-7 (and related comments)

Schools may provide a general response; however, where Examiners raise specific points these must be addressed individually:

Again, your comments about the good standard of marking and feedback are welcome.

Standards

Response to questions 8 to 16 (and related comments)

Schools may provide a general response; however, where Examiners raise specific points these must be addressed individually:

I am pleased to read that you feel that module learning outcomes have been set out in detail. Evidently these are extremely important when we come to assess our students and this has undoubtedly helped to provide the strong assessment regime that you refer to above.

Assessment and Feedback

Response to questions 17 to 19 (and related comments)

Schools may provide a general response; however, where Examiners raise specific points these must be addressed individually:

Thank you for your warm comments relating to the academic standards achieved on the programme and that student performance is commensurate. I note that you outline knowledge and understanding of our students being a particular strength.

The Progression and Awards Process

Response to questions 20-35 (and related comments)

Schools may provide a general response; however, where Examiners raise specific points these must be addressed individually:

N/A.

Other comments

Response to items included in the 'Other Comments' section of the report

N/A.