

The University of Leeds
EXTERNAL EXAMINER'S REPORT

ACADEMIC YEAR: 2018-19

Part A: General Information

Subject area and awards being examined

Title and Name of Examiner:

Faculty / School of:

Leeds University Business School

Subject(s):

Programme(s) / Module(s):

LUBS1015; LUBS1025; LUBS2035; LUBS2045; LUBS2055; LUBS2125; LUBS2150; LUBS3003;
LUBS3015; LUBS3955; LUBS3975

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

Please highlight areas of innovation or good practice within the programmes or processes you have been involved with in this box.

Excellent administration of examination processes, rapid response and resolution of queries raised in respect of specific modules. Several examples of excellent feedback [e.g. LUBS2055 coursework one].

Enhancements made from the previous year

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

Efficient and effective use of digital tools in support of the management of the examination board.

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 noted.

For Examiners in the first year of appointment only

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 only

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

Evidence of an internal review of assessments has continued to improve over my tenure as external examiner. I am confident that review processes are rigorous and robust. Module leaders and administrators have responded promptly and professionally to recommendations made in respect of both coursework and examinations.

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.

Given the nature of the programmes supported by LUBS external examiners are generally responsible for oversight individual modules within their area of expertise rather than for whole programmes. Hence, I believe that it would be useful if, as part of the induction of new external examiners, there were more guidance on the situation of individual modules within a wider programme structure.

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:

N/A

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:

N/A

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:

N/A

Assessment and Feedback

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>Whilst the programme and module clearly articulate ILO it could be clearer how individual modules ILO contribute to overarching programme objectives.</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>I am confident that the academic standard demonstrated by students on the modules scrutinised is comparable with that of equivalent programmes elsewhere.</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 / 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/ N/A
31.	Was the method and standard of assessment appropriate for the final year projects and/or dissertations?	Y/N/ 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:

It would be useful if summary statistics across all modules in any given year could be presented. These would be most useful if they could be tabled in advance of the progression and awards board.

Other comments

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

Name of School and Head of School (or nominee)

Title and Name of Examiner:

Subject(s):

Management

Programme(s) / Module(s):

LUBS1015; LUBS1025; LUBS2035; LUBS2045; LUBS2055; LUBS2125; LUBS2150; LUBS3003; LUBS3015; LUBS3955; LUBS3975

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

BA Management

Title and Name of Responder:

Position*:

Programme Director

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

The completed School response (including the full original report) must be sent directly to the External Examiner. A copy must also be emailed to the Quality Assurance Team at gat@leeds.ac.uk. External Examiners should receive a formal response no later than six weeks after receipt of the original report.

Response to Points of innovation and/or good practice

Many thanks for your positive comments. In particular I note the comments about the excellent administration of the exam process and some examples of excellent feedback to students from the examples of assessment that you were able to review. I will make sure feedback is provided to the programme module leaders.

Response to Enhancements made from the previous year

I note your comment about the effective and efficient use of digital tools in supporting the exam board process. We are always looking to improve our processes in the Business School and have found recent investments in technology have improved these considerably.

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:

None noted.

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 see such positive comments regarding the improvement of internal review of assessments over the time you have acted as External Examiner and that you have such confidence in the rigour and robustness of our review processes. It is very helpful to have this confirmed via external scrutiny and I will make sure all those involved are made aware.

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 take on board your comments that it would be helpful for those new to External Examining to be provided with more guidance about how individual modules are situated within the wider programme structure. In particular, I agree that it would be helpful if it is made clear which modules are a compulsory element of the programme and which modules are included for students to select as optional or electives to their programme. We will look at making the differences clearer during the External Examiner induction process.

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 understand your comment regarding how module ILOs align with overall programme ILOs and indeed we have recently completed a learning objective module and programme mapping exercise which makes this very clear. I believe it would be helpful during next year's process if External Examiners were granted access to the programme and module alignment maps.

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:

We will endeavour to provide module statistics at next year's Board to assist our External Examiners.

Other comments

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

No other comments were made.

The University of Leeds
EXTERNAL EXAMINER'S REPORT
 ACADEMIC YEAR: 2018-19

Part A: General Information**Subject area and awards being examined***Title and Name of Examiner:**Faculty / School of:*

Business School

Subject(s):

Marketing

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 assessments and marking were at high standards and the assessment topics were successfully designed to cover the Learning Outcomes for each module. There is an evidence of good practices in providing detailed feedback. The use of wide range of assessment methods across the modules support critical and analytical thinking in solving problems to enhance learning experiences. Marking was fair across modules and there are some variations in feedback which might be expected due to nature of module and assessment.

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, so I can't comment on this.

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 only

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 only

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

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>Looking at the structure of the modules delivered over the 3 years for both courses (BA Management with Marketing and BSc International Business and Marketing), the overall structure of the course is very good. From the sample that I received, I can tell the improvement in students' work at different academic levels. The International Business and Marketing contains international context that reflects that title of the course.</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>From the assessments that I have reviewed, the tutors used contemporary case studies in their assessments and up-to-date materials.</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)?	Y
<p><i>Please comment on the value of, and the programme's ability to meet, PSRB requirements here:</i></p> <p>BSc International Business and BA Management with Marketing programme is delivered based on the Chartered Institute of Marketing (CIM) requirements and it is obvious that marketing-related modules are aligned with the CIM requirements. Management with Marketing is also accredited by Chartered Management Institute (CMI), and the modules include the managerial development of skills for students that are impeded in the assessment and Learning Outcomes for the modules. International Business is accredited by the Institute of Export (IOE) and International Trade, and some modules like international marketing include international trade and factors related to the globalisation.</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>There is a clear mapping between the intended Learning Outcomes and the assessment. All assessment methods were very well designed and structured, with clear instructions to students, internal and external moderators. In addition to this, the feedback was generally detailed and comprehensive.</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 academic standards demonstrated by the students exceeded my expectations. Being a Course Leader at the , the standards are generally high, and I was amazed from the quality of submissions and I have found some exceptional quality submissions.</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?	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
<i>Please use this box to provide any additional comments you would like to make on the questions above:</i>		

Other comments

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

It is an absolute pleasure to be an EE for your University, in fact I enjoyed being part of the process, meeting with colleagues in the Examiners' Board and reading assessments and comments to students

Name of School and Head of School (or nominee)*Title and Name of Examiner:*

Subject(s):

Management with Marketing

Programme(s) / Module(s):

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

BA

Title and Name of Responder:

Position*:

Programme Director

Faculty / School of:

Leeds University Business School

Address for communication:

Email:

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

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Response to Points of innovation and/or good practice

I appreciate the positive comments you have made about the assessment and feedback for the modules you examined. In particular, I am pleased to see you feel we engage a wide range of assessment methods. These comments will be relayed back to the programme team at the next team meeting.

Response to Enhancements made from the previous year

Not applicable and so no comments have been made.

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:

There are no matters noted for urgent attention.

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:

No specific comments were noted.

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 the positive feedback and the note about adherence to chartered status and the CIM standards for the programme.

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:

It is pleasing to note you feel the standard of student submissions for assessment is of such high quality and that there is a very clear alignment of intended learning outcomes between the modules you examined and the programme.

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:

No specific comments have been made.

Other comments

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

I am absolutely delighted you have so enjoyed your first year as an External Examiner for the Management with Marketing programme. The School looks forward to welcoming you back next year.