

Leeds Business School

Postgraduate

- MSCML Supply Chain Man & Logistics(TP)
- MSMGL Management & Global Logistics(TP)

Please indicate, below, whether you agree with the statements about the threshold standards of Leeds Beckett University's awards, student achievement and the conduct of the University's assessment processes, using as a reference the framework for higher education qualifications and applicable Subject Benchmark Statements / Qualification Characteristic Statements. Please also list any shortcomings and areas for commendation. You should expand on any issues you mention here in the main report. If any boxes are ticked "No" the Dean of School or nominee will be alerted and will oversee the response from the Course Director.

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Standards Set

	Yes	No
"In my view, the threshold academic standards set for the modules/awards meet with the requirements of the relevant National Qualifications Statement's."	X	

If your answer is 'no', please provide a brief statement (bullet points) of the respect(s) in which they fall short:

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Student achievement

	Yes	No	N/A*
"In my view, students' who have been awarded qualifications have had the opportunity to achieve standards beyond the threshold level that are reasonably comparable with those achieved in course(s) or subjects in other UK institutions with which I am familiar." *Not applicable – if you are a practitioner and are not in a position to assess this statement, please note here:	X		

Please provide any further comment on the comparability of collaborative provision

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If your answer is 'no', please provide a brief statement (bullet points) of the respect(s) in which they fall short:

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Conduct of process

External Examiner's report summary

	Yes	No
"In my view, the processes for assessment, examination and the determination of awards are reliable, rigorous and fairly conducted."	X	

If your answer is 'no', please provide a brief statement (bullet points) of the respect(s) in which they fall short.

Actions from last year's report

(This will not be relevant if you are examining for the first time)

Yes

Areas of good practice/commendation

Any particular strengths or distinctive or innovative features in relation to learning, teaching and assessment:

- The curriculum, and modules' contents are relevant to industrial logistics practices and real world supply chain management problems.
- The assessments are well supporting the learning outcomes of the modules and these are combining research and practice leading at the application of active learning strategies as needed for the students in the 21st Century. The suggested feedback comments improve students' knowledge, understanding and competencies leading at increasing employability or/and career progression.
- The programmes are well supported by the partnership with SAP University Alliances that has enabled active learning of SAP skills for the intelligent logistics systems, engaging with SAP, building industry partnerships, and inspiring a new generation of logistics analysts thinkers.
- Students appreciate the relevance to their courses driven by research, development and practice in the logistics and supply chain management. Therefore positive outcomes of the curriculum have been recognised.

Main report

In this section you are asked to describe more fully how the University has or has not maintained threshold academic standards and the quality of the student experience in relation to the course(s) for which you are the external examiner, using as a reference the framework for higher education qualifications and applicable Subject Benchmark Statements / Qualification Characteristic Statements.

Please complete all sections of the form fully and where not applicable please state N/A. Where applicable please also complete the sections for any collaborative provision sampled.

If you are an external examiner for any of the University's Pearson Licensed Centre Programmes (HND/HNC level) provision, please also complete the section on page 9 sections l, m and n entitled "for External Examiners Associated with Pearson Licensed Centre Programmes."

Professional Body Requirements

	Yes	No	N/A*
"In my view, the professional body requirements for this course have been met. *Not applicable if the course is not a professional body course please indicate here.	X		

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If your answer is 'no', please provide a brief statement (bullet points) of the respect(s) in which they fall short.

(a) The operation and conduct of the Progression and Award Board (and/or Module Board meeting you may also have attended).

(b) The action, if any was required, taken in response to your report of last year. (This will not be relevant if you are examining for the first time.)

(c) The overall performance of the students, in relation to that of comparable levels of work in other institutions.

I think that the performance of students are at a similar level compared with similar programmes in other institutions. Also despite of Covid-19 problems mitigation strategies have been in place and the students could perform well.

(d) The strengths and weaknesses of the students in general with respect to knowledge, conceptual grasp or application of skills.

- The practical orientation and the strengths of the courses are based on suitable theoretical background, and using practical case studies as well as latest research informed teaching/learning
- The level of individual modules assignments is suitable, inclusive and aligned with learning outcomes.

(e) The standards of the structure, organisation, design and marking of all examination papers and/or other forms of assessment.

- From the samples it has been noted that second marking and / or moderation are very efficiently and carefully done.
- The marking is consistent and fair

(f) The curriculum, teaching or resourcing of the programme of study as indicated by the performance of the students in the assessment

(g) Comments on the use of My Beckett (Virtual Learning Environment) within the course (if applicable).

I haven't used too much My Beckett as usually the admin team has kindly sent me by emails all the documentation

(h) Module content, consistency of modules and module assessment across the course and the achievement of learning outcomes. (You may be asked by your School to provide detailed comments on the modules that you examine.)

The module content is well aligned with the industrial logistics practices especially embedding sustainability aspects but it might be worth also the alignment with Industry 4.0 technology adoption. I should also recommend to include topics regarding the impact of Covid-19 and lockdown to green logistics and Supply chain analysis
Resources are up to date and available to students and these are adequate for this type of programmes

(i) Areas of student/staff engagement in teaching and learning, scholarship, research or professional practice.

The courses have a high level theoretical content aligned with latest developments in green logistics and analysis as well as supporting the best practices by using case studies, and software systems for Logistics particularly SAP through University Alliance Network membership. The courses are well designed, planned and the modules and learning outcomes are suitably assessed. Maybe also the alignment with Chartered of Institute of Logistics and Transportation should support the programmes adding value by enhancing the knowledge, skills and careers of the graduates by setting, supporting and delivering professional standards and education and by promoting logistics, transport and their associated best practices.

(j) The University welcomes external examiners' comments on its academic regulatory framework. Such comments may not have a direct bearing on standards set and achieved or the conduct of processes and so it may not be appropriate to include them elsewhere in this report or its summary. Please record any concerns or comments you may have here.

(k) Collaborative Provision: please include here any comments you wish to make on elements of collaborative provision for which you have responsibility (in addition to those you may have indicated previously in this report).

