

FdA Logistics and Supply Chain Management 2015/16

External Examiner's report summary

Please indicate in the relevant boxes below whether you agree with the statements about the standards of Leeds Beckett University's awards, the standards of student performance and the conduct of the University's assessment processes.

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 the Faculty or nominee will be alerted and will oversee the response from the course leader.

Standards set		
"In my view, the standards set for the awards are appropriate."	Yes	No
	yes	
If your answer is 'no', please provide a brief statement (bullet points) of the respect(s) in which they fall short.		

Student performance			
"In my view, the standards of student performance are comparable with similar course(s) or subjects in other UK institutions with which I am familiar." I have reviewed a sample of student work from the collaborative / franchise institution and in my view the standards of student performance are comparable with students studying the award(s) at Leeds Beckett.	Yes	No	N/A *
	yes		
	yes		
* Not applicable – if you are a practitioner and are not in a position to assess national standards please indicate here.			
If your answer is 'no', please provide a brief statement (bullet points) of the respect(s) in which they fall short.			

Conduct of processes		
"In my view, the processes for assessment, examination and the determination of awards are sound and fairly conducted."	Yes	No
	yes	
If your answer is 'no', please provide a brief statement (bullet points) of the respect(s) in which they fall short.		

Areas for commendation

Any particular strengths or distinctive or innovative features in relation to standards and assessment processes

The areas for commendation remain the same as last year:

Site visits and guest speakers. Due to the small cohort size, the ability to take the whole group on numerous visits is an enviable situation and I'm sure enhances the student experience enormously. There is also a commendable range of guest speakers brought in.

Work related learning especially well embedded in all assignments. This is of especial interest and use to students in the current economic climate and ensure that students can apply and use theory rather than simply discuss and debate.

Personal reflection on all learning is thoroughly embedded as part of what students do on each assignment with the outcome that all are encouraged to see reflective practice as an essential skill.

Significant personal and academic support provided by a dedicated course team who know the students very well and are committed to their achievement.

Main report

In this section you are asked to describe more fully how the University has or has not maintained academic standards and the quality of the student experience in relation to the course(s) for which you are the external examiner.

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 / franchise provision sampled.

If you are an external examiner for any of the University's Pearson Edexcel (HND/HNC level) provision, please also complete the section on page 8 sections l, m and n entitled "for External Examiners Associated with Edexcel Courses."

Professional Body Requirements			
"In my view, the professional body requirements for this course have been met. <i>*Not applicable if the course is not a professional body course please indicate here.</i>	Yes	No	N/A *
			na
<i>If your answer is 'no', please provide a brief statement (bullet points) of the respect(s) in which they fall short.</i>			

(a) The operation and conduct of the Board of Examiners (and or Examination Committee meeting you may also have attended).

The exam panel I attended was well chaired and I was and all decisions made regarding marks and processes were in line with regulations.

Good practice to show grades on powerpoint to reduce print copies of confidential data.

(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.)

There were no specific recommendations relating to this cohort as this is the final group doing this programme.

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

I am satisfied that the modules provided, and the standards demonstrated by students, are in line with the subject benchmarks and comparable awards at other HEIs with which I am familiar.

Evidence of knowledge gained and demonstrated. Appropriate writing and referencing is clearly encouraged if not always attained.

There is evidently a highly supportive academic environment in which the course team provide exceptional guidance to students.

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

Strengths

Strong application of knowledge to workplace with plenty of practical experience and examples.

Good use of resources and library research as appropriate for L4.

Excellent reflective approach embedded throughout all modules.

Weaknesses

Referencing is not uniformly strong across all modules.

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

The standards expected of the team are high and I am satisfied that the internal processes of assessment, marking and moderation show a diligent approach to on-going quality assurance and enhancement. My involvement as External Examiner has been met with an open, professional and productive dialogue by the course team and gives confidence in the overall standards across the programme.

The range of assessments is appropriate and structured to encourage students to work towards a deepening understanding of the material. They are also routinely encouraged to apply their knowledge to practical situations through many of the assessments using case studies or their own organisations.

I have provided comments on the exam papers and assignment briefs sent to me throughout the year.

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

The curriculum is clearly well-rounded and comprehensive despite being necessarily low on choice and specialism due to cohort and institutional size. All required academic areas are covered and the students are given a good grounding in all key business disciplines. Resources seem adequate and Moodle is now being used as the VLE which provides a suitable back-up for additional study.

The supportiveness and commitment of the staff team was evident in their discussion of their modules and the achievements of students as well as the overall aims of the programme. The teaching looks very effective as evidenced in the assignments and the degree of effort and personal pride in student work and reflections.

(g) Comments on the use of X-stream (Virtual Learning Environment) within the course (if applicable).

The use of Moodle seems very comprehensive, well organised and engaging for students with the basic material supplemented with a library catalogue, videos and further reading. This appeared to work very well as a back-up for class teaching, for preparation reading as well as revision.

There may be scope for experimenting with greater use of Moodle for handling assignments for marking and feedback. Students may well value the flexibility this offers.

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

- **Accounting for Business**
- **Work in Context 2**
- **Storage and Distribution**
- **Employability 2**

Strong consistency across modules with reflection and work-related learning embedded strongly and widely. Content remains topical, applied to real life case studies and delivered in an engaging way.

(i) Areas of good practice you have identified – please expand on the key areas for commendation listed in the summary.

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Work related learning especially well embedded in all assignments. This is of especial interest and use to students in the current economic climate and ensure that students can apply and use theory rather than simply discuss and debate.

Personal reflection on all learning is thoroughly embedded as part of what students do on each assignment with the outcome that all are encouraged to see reflective practice as an essential skill.

Significant personal and academic support provided by a dedicated course team who know the students very well and are committed to their achievement.

(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.

I have no comments.

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

I have no comments.

External Examiners' Report Checklist

Please comment for all boxes

Course Materials				
Did you receive?		Yes	No	N/A
a.	Course Handbook(s)?	y		
b.	Academic Regulations including any Professional Statutory Body requirements where appropriate (these may be included the Course Handbook)?			na
c.	Module specifications (these may be in the Course Handbook)?	y		
d.	Assessment briefs/marketing criteria?	y		

Draft examination papers				
		Yes	No	N/A
a.	(i) Did you receive all the draft papers?	y		
	(ii) If not, was this at your request?			
b.	(i) Was the nature and level of the questions appropriate?	y		
	(ii) If not, were suitable arrangements made to consider your comments?			
c.	Were suitable arrangements made to consider your comments?	y		

Draft coursework				
		Yes	No	N/A
a.	(i) Did you receive all the draft coursework?	y		
	(ii) If not, was this at your request?	y		
b.	(i) Was the nature and level of the coursework appropriate?	y		
	(ii) If not, were suitable arrangements made to consider your comments?			
c.	Were suitable arrangements made to consider your comments?	y		

Marking Examination Scripts				
		Yes	No	N/A
a.	(i) Did you receive a sufficient number of scripts from both home and (if appropriate) collaborative / franchise partner students?	y		
	(ii) If you did not receive all the scripts, was the method of selection satisfactory?			
<p>Recommended sample sizes at Leeds Beckett University are as follows:</p> <p>a) Samples should be determined by a square root of cohort size, no smaller than 6, no larger than 15. However it should be borne in mind that not all work is assessed in a way that makes a square root sample possible and allowance should be made. For example in subjects such as the performing arts where there may be a requirement for an external to come and view a performance instead, or to visit the exhibition of art work.</p> <p>b) Samples to include all classification categories, and it is helpful to concentrate around the boundaries to include some fails.</p> <p>c) Samples to consist of internally moderated work, clearly evidencing the moderation process.</p>				
b.	Was the general standard and consistency of marking appropriate?	y		
c.	Were the scripts marked in such a way to enable you to see the reasons for the award of given marks?	y		

Dissertations/project reports				
		Yes	No	N/A
a.	Was the choice of subjects for dissertations appropriate?	y		
b.	Was the method and standard of assessment appropriate?	y		

Coursework/continuously assessed work				
		Yes	No	N/A
a.	Was sufficient coursework made available to you for assessment from both home and (if appropriate) collaborative / franchise partner students?	y		
b.	Was the method and general standard of marking and consistency satisfactory?	y		

Orals/performances/recitals/appropriate professional placements				
		Yes	No	N/A
a.	Were suitable arrangements made for you to conduct orals and/or moderate performances/recitals/appropriate professional placements?			na

Examination Committee/Board of Examiners				
		Yes	No	N/A
a.	Were you able to attend the meetings?	y		
b.	Were the meetings conducted to your satisfaction?	y		
c.	Were you satisfied with the recommendations of the Examination Committee/Board of Examiners?	y		