

The University of Leeds

EXTERNAL EXAMINER'S REPORT

ACADEMIC YEAR: 2013– 2014

Part A: General Information**Subject area and awards being examined**

Faculty / School of:	Leeds University Business School
Subject(s):	<i>Enterprise</i>
Programme(s) / Module(s):	LUBS 5209 Entrepreneurship & Enterprise Creation LUBS 5525 Enterprise Awareness & New Venture Creation LUBS 5526M Global Perspectives on Enterprise LUBS 5527M Enterprise and Society LUBS 5528 Contemporary Challenges in Enterprise LUBS 5529 Research Methods & Enterprise Project LUBS 5530 Enterprise Dissertation
Awards (e.g. BA/BSc/MSc etc):	MSc Enterprise MSc Business Management

Name and home Institution / affiliation of Examiner**Completed report**

The completed report should be attached to an e-mail and sent as soon as possible, and no later than six weeks after the relevant meeting of the Board of Examiners, to exexadmin@leeds.ac.uk.

Alternatively you can post your report to: **Head of Quality Assurance**
Room 12:81, EC Stoner Building
The University of Leeds, Leeds LS2 9JT

Part B: Comments for the Institution on the Examination Process and Standards**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. All recommendations have been dealt with by the course team

Only applicable in first year of appointment

Were you provided with copies of previous relevant External Examiners' reports and the response of the School to these?

Not relevant, as this was the first year the MSc Enterprise program ran

For Examiners completing their term of appointment

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

1. Please indicate the extent to which the programme Aims and Intended Learning Outcomes (ILOs) were commensurate with the level of the award

- *The appropriateness of the Intended Learning Outcomes for the programme(s)/modules and of the structure and content of the programme(s);*
- *The extent to which standards are appropriate for the award or award element under consideration.*

The program aims and learning outcomes are appropriate for the MSc award. The program structure covers a number of relevant topic areas, and individual modules complement each other within that structure. Module learning outcomes and module design is at times creative, focusing on the attainment of a range of core skills needed in the workplace today.

2. Did the Aims and ILOs meet the expectations of the national subject benchmark (where relevant)?

- *The comparability of the programme(s) with similar programme(s) at other institutions and against national benchmarks and the Framework for Higher Education Qualifications.*

Yes. The aims and learning outcomes of the program are comparable with other similar programs at other Russell group institutions (including <<>>University).

3. Please comment on the assessment methods and the appropriateness of these to the ILOs

- *The design and structure of the assessment methods, and the arrangements for the marking of modules and the classification of awards;*
- *The quality of teaching, learning and assessment methods that may be indicated by student performance.*

A wide range of assessment methods have been used on these modules, testing and measuring the attainment of a broad range of skills and learning outcomes. At times these assessment methods are highly innovative using different technologies and approaches. Examination of marked scripts shows a high level of feedback and comments for students. This is an indication of excellent practice within the course team. Evidence of moderation of marks is clear, though at times second marking comments/feedback are not as thorough on scripts. The range of student marks on all the modules appears to be consistent with other modules taught at this level.

4. Were students given adequate opportunity to demonstrate their achievement of the Aims and ILOs?

- *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.*

Given the range of assessment methods (noted above), students have been given the opportunity to demonstrate key learning outcomes through a number of different means, from group- and individual work, through presentations and videos, to consulting/analytical reports and critical essays. This compliment of approaches is to be strongly commended.

5. For Examiners responsible for programmes that include clinical practice components, please comment on the learning and assessment of practice components of the curriculum

6. Please comment on the nature and effectiveness of enhancements to the programme(s) and modules since the previous year

It would be particularly helpful if you could also identify areas of good practice which are worthy of wider dissemination.

This is the first year that the MSc Enterprise has run. However in comparison with similar programs run at other universities, I would highlight the following practices as being particularly noteworthy

- The range of assessment methods across the program
- Innovative use of technologies (e.g. student video presentations)
- Opportunities for cross-disciplinary interactions (e.g. students choosing technologies for business development)

7. Please comment on the influence of research on the curriculum and learning and teaching

This may include examples of curriculum design informed by current research in the subject; practice informed by research; students undertaking research.

The assessments in a number of modules reflect current research in a number of areas in entrepreneurship (e.g. effectuation, business model development etc). The dissertation and other modules also allow students the opportunity to carry out research

8. Where the programme forms part of an Integrated PhD, please comment on the appropriateness of the programme as training for a PhD

For Examiners involved in mentoring arrangements

9. If you have acted as a mentor to a new External Examiner or have received mentor support please comment here on the arrangements

My mentor this year was <<>>. I had an initial telephone conversation with <<>> in which <<>> explains the external examiner process, and outlined key processual issues to be addressed during the examiner term. My mentor has been available for advice throughout this period

The Examination/Assessment Process

10. The University and its Schools provide guidance for External Examiners as to their roles, powers and responsibilities. Please indicate whether this material was sufficient for you to act effectively as an External Examiner.

Whether ExternalExaminers have sufficient access to the material needed to make the required judgements and whether they are encouraged to request additional information.

Over the past year the administrative team have been excellent in providing the necessary materials and information in a timely fashion. This material has been sufficient for me to act as external examiner

11. Did you receive appropriate documentation relating to the programmes and/or parts of programmes for which you have responsibility, e.g. programme specifications or module handbooks, marking criteria?

The coherence of the policies and procedures relating to ExternalExaminers and whether they match the explicit roles they are asked to perform.

Yes. All module and program documentation was received in a timely fashion

12. Were you provided with all draft examination papers/assessments? Was the nature and level of the questions appropriate? If not, were suitable arrangements made to consider your comments?

Yes. The administration team sent all draft assessments in advance. Following feedback/comments I received amended assessments. I am therefore satisfied with the interactions with, and responses from the course team

13. Was sufficient assessed / examined work made available to enable you to have confidence in your evaluation of the standard of student work? Were the scripts clearly marked/annotated?

Yes. As noted above, excellent examples of marking and feedback are seen in the sample scripts. These scripts were sent over the summer months, given me ample time to read and reflect on the quality of the work.

14. Was the choice of subjects for dissertations appropriate? Was the method and standard of assessment appropriate?

Yes, the sample dissertations included a wide range of topics under the umbrella of enterprise. A range in quality was also seen across the cohort. As noted above the standard of assessment and feedback was appropriate for dissertations at this level of study

15. Were the administrative arrangements satisfactory for the whole process, including the operation of the Board of Examiners? Were you able to attend the meeting? Were you satisfied with the recommendations of the Board?

Yes, I was satisfied with the operation of the board, and the recommendations made during this meeting

16. Were appropriate procedures in place to give due consideration to mitigating circumstances and medical evidence?

Yes, individual cases were discussed.

Other comments

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

I wish to thank the administration team and the course team for their support and cooperation over the past year. I hope the MSc Enterprise program continues to grow, and continue in its excellent work.

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18 May 2015

Dear <<>>,

Thank you for your recent Examiner's Report for the MSc Enterprise and the enterprise module on the MSc Management.

We are very pleased with your comments on our programme, especially those around the wide range of assessment methods, the quality of marking and feedback provided to students, the innovative use of teaching technology, and the opportunities for cross-disciplinary working. You also note the strong presence of research and research opportunities in the programme.

The programme team have worked hard to design an attractive programme for their students, and your comments on the creative programme design provide a rewarding acknowledgement of this.

The praise that you have given to our staff is very rewarding and we are very grateful for your supportive comments and your continued guidance for our programmes.

Yours sincerely,

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Dean

Leeds University Business School

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