

**The University of Leeds**  
**EXTERNAL EXAMINER'S REPORT**  
**ACADEMIC YEAR: 2015– 2016**

**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](mailto: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*

I have some concerns over the marking of the dissertations (LUBS5530). 35% of the student cohort achieved a mark above 70% for this module, yet in the sample provided I felt some of the scripts were over-marked at the higher end. On examination I found some of these scripts lacked in-depth literature reviews, and in many the discussion sections were underdeveloped and lacked a critical dimension.

In the New Venture Creation module (LUBS5538) I noted that some students were awarded marks of 0% for being over the word limit. Looking at the LUBS regulations for word limit, such penalties are not clear. It is important that students are aware of such severe penalties in the future.

**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?*

As I have been acting external examiner for this program since the beginning (2013/14) I have all relevant reports and documentation

**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 innovative, 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 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.

### 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 third year that the MSc Enterprise has run, and I was pleased to see how specific comments/ suggestions made in the coursework outlines have been made. 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)

The excellent and formative feedback given by staff to students on most of the modules seen

### 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 is <<>>. I initially spoke with <<>> in 2013, in which <> explained the external examiner process, and outlined key processual issues to be addressed during the examiner term.

## 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 External Examiners 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 External Examiners 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 method and assessment set 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 again 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.

<<>>

31 March 2017

Dear <<>>,

Thank you very much for your Examiner's Report for the MSc Enterprise. We are very pleased with your comments on our programme. In particular, your recognition of the innovative nature of the programme and assessment methods used and the high quality of formative and summative feedback provided to our students.

You raised two issues this year:

- **The marking of some dissertations was somewhat generous at the upper end of the scale and that at times the literature reviews and the discussion sections could be developed further and be more critical.**

Broadly speaking 50% of our students work on a new venture idea for their dissertation, 25% on growing a small or family business, and 25% on a more traditional research-style dissertation looking at a topic of interest to them. Whilst we require a strong academic element to all three types it may be that some of the new venture projects in particular could be strengthened. The dissertation module leader will run a workshop and provide additional materials for colleagues ahead of the 2017 dissertation period to encourage a more consistent approach to supervision and marking next year.

- **The second issue raised was in the New Venture Creation module (LUBS5538) where one student was awarded a mark of 0% for being excessively over the word limit.**

Whilst exceeding the word limit by more than 50% does lead to a mark of zero being awarded this is not applied consistently across modules. This issue will be addressed at School level.

We look forward to working with you again in the coming year.

Yours sincerely,

**Professor <<>>  
Dean  
Leeds University Business School**

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