

The University of Leeds
EXTERNAL EXAMINER'S REPORT

ACADEMIC YEAR: 2016-17

Part A: General Information

Subject area and awards being examined

Faculty / School of:	Leeds University Business School
Subject(s):	Enterprise
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

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.

A wide range of innovative assessment methods have been used, including 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. Given the range of assessment methods, 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.

Enhancements made from the previous year

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

Specific concerns raised last year regarding the marking of dissertations have been addressed.

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

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

4.	Have you observed improvements in the programme(s) over the period of your appointment?	Y
5.	Has the school responded to comments and recommendations you have made?	Y
6.	Where recommendations have not been implemented, did the school provide clear reasons for this?	Y
7.	Have you acted as an External Examiner Mentor?	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

I believe the MSc Entrepreneurship program has strengthened over the past 4 years. Any concerns I had raised regarding specific modules have been promptly addressed, and the quality of assessment and marking is generally high. I would like to thank the administration and academic team for their support over this time.

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

Please use this box to explain your overall impression of the programme structure, design, aims and intended learning outcomes.

The program is well designed and includes some innovative modules and assessments. I believe it provided students with a mix of both academic and practice-based skills which should serve them well in a career in enterprise.

13.	Is the influence of research on the curriculum and learning and teaching clear?	Y
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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)

The modules include current research topics and themes in this area. This keeps the students abreast of current developments in the field. Students complete a range of research projects, both as individuals and in groups. These projects are both academic and practice-based in focus.

14.	Does the programme form part of an Integrated PhD?	N
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Please comment on the appropriateness of the programme as training for a PhD:

15.	Does the programme include clinical practice components?	N
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Please comment on the learning and assessment of practice components of the curriculum here:

16.	Is the programme accredited by a Professional or Statutory Regulatory Body (PSRB)?	N
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Please comment on the value of, and the programme's ability to meet, PSRB requirements here:

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>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.</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><i>The range of marks for the cohort of students is in line with comparable MSc courses in other institutions. There are some clear examples of excellent performance of individual students</i></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
<p><i>Please use this box to provide any additional comments you would like to make on the questions above:</i></p>		

Other comments

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

Thank you for the opportunity to act as external examiner on this program. I wish you the very best for the future development of this and other PG courses.

The University of Leeds
EXTERNAL EXAMINER'S REPORT

ACADEMIC YEAR: 2016-17

Part A: General Information

Subject area and awards being examined

Faculty / School of:	Business School
Subject(s):	<i>Marketing modules</i>
Programme(s) / Module(s):	MSc Management MSc Business Management (Part-time) MBA Business Administration MBA Business Administration (Executive) LUBS5210M01 Marketing for Management2 LUBS5211M01 Marketing Management (Year 1) LUBS5249M01 Creative Industries Management LUBS5422M01 Consumer Behaviour across Cultures LUBS5747M01 Global Marketing Management LUBS5775M01 Sales Management LUBS5851M01 Marketing LUBS5852M01 Marketing
Awards (e.g. BA/BSc/MSc etc):	MSc, MBA

Part B: Comments for the Institution on the Examination Process and Standards

Points of innovation and/or good practice

Modules are designed in a comprehensive manner and cover a wide range of issues. Even though I am looking at various marketing modules, I can clearly see a very distinct identity to each module. This shows a clear mapping of content across the program which is not always the case in other departments. I think the school is doing a great job in providing the basis for the program but also pushing the common practices forward. Some modules are very specialized and offer an interesting link to industry. An example of this is the creative industries management.

Enhancements made from the previous year

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

N/A It is my first year.

Matters for Urgent Attention

There is no major issue that concerns me.

The only case that I was involved with was students' complains on 5852M. The marking was however consistent. A more clear assessment guideline for this year can be helpful.

The only issue that needs attention is slightly generous marks on the top end of the scale (high 70s and 80s) which is not very consistent across modules. I believe the school should have a more specific marking criteria and definition of "what is means" to mark a piece at 80%.

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For Examiners in the first year of appointment

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?	N
3.	Were you provided with a External Examiner Mentor?	Y

For Examiners completing their term of appointment

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

<p><i>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</i></p>

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 am associated with marketing modules across different programmes, hence, I can only comment on individual modules. The marketing fundamentals required for a management program and necessary for a graduate from a management degree are covered. Additionally, more specific courses are offered to students. Overall I am very pleased with the level of marketing modules. Learning outcomes are tested through the assessments and meet the national standard. Indeed a number of very high quality work is produced. Design of marketing modules and their assessments allow an in-depth learning experience for students.</p>		
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13.	Is the influence of research on the curriculum and learning and teaching clear?	Y
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<p><i>The quality of assessments is an indicator of research informed curriculum. A number of assessments have a very practical approach to business practice which I believe are of great benefit to students. The only element that I would have like to see more, maybe biased by my area of research, is incorporation of digital platforms in the curriculum. Certain marketing modules could reflect more on changes in traditional marketing tactics, implementation and monitoring.</i></p>		
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14.	Does the programme form part of an Integrated PhD?	Y
<i>Marketing modules provide an appropriate base for students interested in this area. Again, I cannot comment on a particular program.</i>		
15.	Does the programme include clinical practice components?	N/A
<i>Please comment on the learning and assessment of practice components of the curriculum here:</i>		
16.	Is the programme accredited by a Professional or Statutory Regulatory Body (PSRB)?	
I believe there is an accreditation, but I am not aware of any particular one.		

Assessment and Feedback

17.	Does the programme design clearly align intended learning outcomes with assessment?	Y
<i>Learning outcomes are clearly tested through the assessments. What I like about most of the assessments is their broadness that encourages students to be more innovative. The level and amount of assessments are appropriate. One of the strength of these programs are I diversity of type of assessment. Marketing is consistent and fair. As I mentioned earlier on, Marks at high 70s are too generous compared to other institutions. Students have performed very well which shows the hard work of staff. I would like to see more evidence of internal moderation.</i>		
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
<i>Some very good quality work was produced by the students. Similar to majority of Schools, student's capabilities are diverse.</i>		
The team is doing a great job in terms of assessment and feedback. The level of feedback that students receive are not always in the same level.		

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?	NA
31.	Was the method and standard of assessment appropriate for the final year projects and/or dissertations?	NA
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

One comment I would like to make is the efficiency of the board meeting. I am very pleased with the procedure and answers provided by the program directors. Most importantly, I found the procedure to be fair towards students. A number of procedural changes were discussed in the board which I hope would even raise the standard higher.

Other comments

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

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