

School of Management

External Examiner Reports

2013/14

EDINBURGH NAPIER UNIVERSITY

EXTERNAL EXAMINER ANNUAL REPORT 2013/14

All External Examiners are requested to fill in a report upon completion of their duties associated with **first diet assessments** each session. Please note that all sections of the report must be completed for payment to be authorised.

Your report will be given primary consideration at subject level and will inform annual monitoring. The University Quality Assurance, Monitoring and Review Committee will also receive a summary report of general themes from the reports submitted in each academic year.

You are reminded that you must not name individual students or staff members in your report, and you should be aware that an anonymised version of this report will be published on the University's Academic Quality website.

The deadlines for submission of reports for session 2013/14 are

- 07 July 2014 for duties relating to undergraduate provision
- 27 October 2014 for duties relating to taught masters provision

If you have any questions or problems completing this form please contact externalexaminers@napier.ac.uk

Section A: Personal Details

(This section will be removed before the report is published on our website)

Duties

Is this report for:	mark as appropriate
Programmes and Modules	Yes
Modules only	

Please insert module titles and numbers to which this report refers

(This information was sent to you on your appointment, if you require this information to be re-sent, please request this at externalexaminers@napier.ac.uk):

Business Economics
Economics of the Public Sector
Economics of Emerging Markets
Development Economics
International Political Economy
Monetary Theory and Policy
Business in a Global Economic Environment
Global Economic Environment
Economics of Business Strategy
Economics of Business Strategy – Hong Kong
Economics for Decision Makers
Economic Globalisation and Integration

Please insert the programme title(s) to which this report refers (if appropriate):

BA Economics with Management

Section B:

In accordance with Edinburgh Napier University regulations A9.4a-d, please confirm the following:

	Yes	No
Academic Issues Is the academic standard of each module or programme of study being considered set and maintained at the appropriate level?	yes	
Student Performance Are the standards of student performance properly judged against the level set?	yes	
Assessment Is the assessment process appropriate, rigorous, equitable and conducted in accordance with University guidance?	yes	
Comparable Standards Is the standard and level of student achievement comparable with those in other higher education institutions?	yes	

Section C:

1) Comparability

Please comment on the comparability of standards of student work between modules within a course (if appropriate) and those in other higher education institutions you may be familiar with.

The sample exam scripts, course work and the exam papers show that student work across different modules (including the Hong Kong modules) of the Programme is of comparable standard. The general standard of work is comparable with that of other HEI in the UK.

2) Commentary on Academic issues

Is the academic standard of each module or programme of study being considered set and maintained at the appropriate level, meeting the threshold academic standards, and where applicable, the [subject benchmark statements](#) and [SCQF level](#) descriptors

The programme and each of its modules meet the threshold academic standards and meet the subject benchmarks and appropriate SCQF level descriptors.

There was a change in the programme structure which seems to work well. It allows students to follow specialisation pathways while ensuring they cover at least 50% of Economics subject content across modules, which is in line with the Programme title BA Economics with Management.

3) Student Performance

Please comment on the strengths and weaknesses of the student performance with respect to module and/or programme content

Student performance was satisfactory across most modules. There was clear evidence of academic value-addition across most students from different backgrounds.

4) Learning and Teaching

Please comment on the effectiveness of the Learning and Teaching methods employed on the modules and/or programmes

I am satisfied with the methods and have no comments to add – the split between coursework and final exams seems to work well.

5) Assessment

Please comment on the fairness and the rigour of the assessment and feedback process employed on the modules and/or programmes

I was impressed with the quality of assessment across modules of the Programme, both for coursework and the final exam.

In most of the coursework the feedback was adequate and relevant.

The spread of marks and average marks across most modules was very good – there was evidence of good students being rewarded and poor attempts being appropriately marked.

In some modules students were required to answer 2 out of 6 questions in 2 hours. The programme team may consider if it is offering too much choice to students (say bring it to 2 out of 4 or 5 questions) or ask students to answer 3 questions.

6) Good practice

Please comment on any areas of good practice that you wish to highlight

There is clear emphasis on application of knowledge and case-study approach across many modules while at the same time ensuring that students learn the relevant theoretical concepts.

The nature of assessment is both fair and rigorous.

Students who fail modules are offered an opportunity for counselling.

Any suggestions, in particular the comments/feedback provided by me on exam papers were acted upon in a positive and prompt manner by members of the staff

<p>7) Recommendations</p> <p>Please specify any recommendations that you wish to make.</p>
<p>Overall, I am satisfied with the modules under the Programme</p>

Section D:

This checklist is included to take into account the recommendation from the review of external examining arrangements in universities in the UK undertaken by Guild HE and Universities UK. We welcome any comments you have about this section.

Yes	No	NA
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Programme and Module materials: have you received or been given access to:

- a. Programme Handbook(s)
- b. Academic Regulations
- c. Module Descriptors
- d. Assessment briefs/marketing criteria

yes		
yes		
yes		
yes		

Draft Examination Papers

- a. Did you receive all the draft papers (answer 'NA' if you did not because it was at your request)
- b. Was the nature and level of the questions appropriate?
- c. Were suitable arrangements made to consider your comments?

yes		
yes		
yes		

Marking Coursework/ Examination Scripts

- Did you receive as a minimum a square root sample of completed scripts or coursework? (as specified in regulation A9.4)
- Was the general standard and consistency of marking appropriate?
- Were the scripts and coursework marked in such a way as to enable you to see the reasons for the award of given marks?

yes		
yes		
yes		

Dissertations/Project reports

- Was the method and standard of assessment appropriate?

NA		
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Board of Examiners meeting

- Were you able to attend the meeting?
- If you were unable to attend the meeting were you offered the opportunity to provide views on student performance, progression and awards?
- Was the meeting conducted to your satisfaction?
- Were you satisfied with the recommendations of the Board of Examiners?
- Were issues raised in previous report(s) addressed to your satisfaction?

yes		
yes		
yes		
yes		
yes		

Any other comments?

Please use this space to address any other comments you wish to make, including but not limited to

- any issues as specifically required by any relevant professional body
- an overview of your term of office (when concluded).

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Thank you for completing this report and for undertaking External Examiner duties at Edinburgh Napier University.

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EDINBURGH NAPIER UNIVERSITY

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Section A: Personal Details

Duties

Is this report for:	mark as appropriate
Programmes and Modules	√
Modules only	

Please insert module titles and numbers to which this report refers
(This information was sent to you on your appointment, if you require this information to be re-sent, please request this at externalexaminers@napier.ac.uk):

SOE09101 – Strategic Management in a Global Context

SOE09701 - Strategic Management in a Global Context (Singapore)

SOP09901 – Strategic Management in a Global Context (Hong Kong)

SOE09102 - International Business

SOE09103 – Operations Management

SOE09106 - Operations Management

SOE09402 International Business (online)

SOE09910 – Corporate Strategy (Accounting HK)

SOE10103 – Business Strategy and Sustainable Development

SOE10??? - Business Strategy and Sustainable Development (Singapore)

SOE10104 – Logistics and Supply Chain Management

SOE10130 – Dissertation Proposal

SOE10133 - Undergraduate Dissertation

SOE09105/4 WBL Portfolios (6 & 12 month Placement)

Reflective Commentary

Please insert the programme title(s) to which this report refers (if appropriate):

BA(Hons) Business Studies Suite
BA(Hons) Business Management Suite
BA(Hons) International Business Studies
BA Business Management (Online) Top-Up
BA(Hons) Business Management (Singapore)

Section B:

In accordance with Edinburgh Napier University regulations A9.4a-d, please confirm the following:

	Yes	No
Academic Issues Is the academic standard of each module or programme of study being considered set and maintained at the appropriate level?	√	
Student Performance Are the standards of student performance properly judged against the level set?	√	
Assessment Is the assessment process appropriate, rigorous, equitable and conducted in accordance with University guidance?	√	
Comparable Standards Is the standard and level of student achievement comparable with those in other higher education institutions?	√	

Section C:

<p>1) Comparability</p> <p>Please comment on the comparability of standards of student work between modules within a course (if appropriate) and those in other higher education institutions you may be familiar with.</p> <p>The standard of student work between modules was consistent. The academic standards are appropriate and are comparable to those on similar awards at other institutions at which I am familiar. The work at the top end of the distribution is generally very good.</p>
<p>2) Commentary on Academic issues</p> <p>Is the academic standard of each module or programme of study being considered set and maintained at the appropriate level, meeting the threshold academic standards, and where applicable, the subject benchmark statements and SCQF level descriptors</p> <p>Overall the academic standards achieved by the institution are good. The modules and programmes of study deliver the key learning outcomes that would be expected in benchmark statements</p>
<p>3) Student Performance</p> <p>Please comment on the strengths and weaknesses of the student performance with respect to module and/or programme content</p> <p>At the top end of the distribution the work is of a good quality. Module teams may wish to consider making more use of the full range of marks at the upper end of the scale. If the top grade awarded tends to be around 75%, it makes it more difficult for students to achieve a 1st class award overall. Particularly pleasing performances from some of the students on the programmes delivered overseas (HK and Singapore).</p> <p>There was evidence of a poor standard of work at the bottom end; this is likely to reflect a lack of engagement by some students on the programme.</p> <p>The dissertations that I was sent to moderate were on the whole disappointing. I am sure that the Course Team provides much support and guidance to students writing their dissertation, but suspect that you face a similar situation to my own institution where increasingly, a large number of students seem to be unable to perform well in this module despite ever-increasing support and guidance. It would be interesting to see the overall spread of grades for the dissertation module, to see whether the distribution of grades differs from that of taught modules. I suspect that there may be a long tail of students scoring in the low 50s or less on this module. Some students do however perform well on the dissertation.</p>

4) Learning and Teaching

Please comment on the effectiveness of the Learning and Teaching methods employed on the modules and/or programmes

Exam scripts and assessed coursework displayed solid analytical skills.

The students face a variety of assessment methods.

Two modules in particular come to mind:

SOE09042 International Business (online) is an interesting module: and the Course Team should be commended for experimenting with on-line delivery of this module

SOE09105/4 WBL Portfolios: A well-structured module in which students produce very detailed and extensive portfolios

5) Assessment

Please comment on the fairness and the rigour of the assessment and feedback process employed on the modules and/or programmes

The assessment for most modules involves a combination of coursework and examination.

These assessment methods are suitable for measuring learning outcomes.

The feedback process to students is good. Teaching staff are to be commended for the quality and thoroughness of the feedback provided.

I am a little concerned by the weighting given to group-work on some modules, and the number of students in each group. This gives rise to the possibility of 'free-riders' within a group and also possible claims by some students that their performance has been hampered by a lack of engagement by some group members.

6) Good practice

Please comment on any areas of good practice that you wish to highlight

There is considerable evidence of good practice. Scripts and assessed work are double marked and there is evidence of quality control across the whole programme

The Assessment Board was efficient and well chaired and attended by a large number of staff who were able to pass comment on individual students, reflecting their awareness and knowledge of the students on their programme.

7) Recommendations

Please specify any recommendations that you wish to make.

- Module leaders may wish to re-consider the assessment strategy on those modules where group work comprises a high percentage of the overall grade. See my comments in Section 5 above.
- Module teams may wish to consider making more use of the full range of marks, particularly at the upper end of the scale

Section D:

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Yes	No	NA
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Programme and Module materials: have you received or been given access to:

- a. Programme Handbook(s)
- b. Academic Regulations
- c. Module Descriptors
- d. Assessment briefs/marketing criteria

	√	
	√	
	√	
√		

Draft Examination Papers

- a. Did you receive all the draft papers (answer 'NA' if you did not because it was at your request)
- b. Was the nature and level of the questions appropriate?
- c. Were suitable arrangements made to consider your comments?

√		
√		
√		

Marking Coursework/ Examination Scripts

- a. Did you receive as a minimum a square root sample of completed scripts or coursework? (as specified in regulation A9.4)
- b. Was the general standard and consistency of marking appropriate?
- c. Were the scripts and coursework marked in such a way as to enable you to see the reasons for the award of given marks?

√		
√		
√		

Dissertations/Project reports

- a. Was the method and standard of assessment appropriate?

√		
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Board of Examiners meeting

- a. Were you able to attend the meeting?
- b. If you were unable to attend the meeting were you offered the opportunity to provide views on student performance, progression and awards?

√		
		√

- c. Was the meeting conducted to your satisfaction?
- d. Were you satisfied with the recommendations of the Board of Examiners?
- e. Were issues raised in previous report(s) addressed to your satisfaction?

√		
√		
√		

Any other comments?

Please use this space to address any other comments you wish to make, including but not limited to

- a) any issues as specifically required by any relevant professional body
- b) an overview of your term of office (when concluded).

There seems to be a proliferation of modules which I am responsible for (see page 2). This, together with the fact that the delivery of many of the modules does not fall within your UK timetable means that I seem to receive an almost constant stream of exam papers and coursework to moderate throughout the year. A little more time to moderate the work would be much appreciated.

Thank you for completing this report and for undertaking External Examiner duties at Edinburgh Napier University.

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Section A: Personal Details

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Duties

Is this report for:	mark as appropriate
Programmes and Modules	
Modules only	X

Please insert module titles and numbers to which this report refers

(This information was sent to you on your appointment, if you require this information to be re-sent, please request this at externalexaminers@napier.ac.uk):

Labour Relations

Contemporary HRM

Leadership in a Changing Environment

Managing the Employment Relationship

Please insert the programme title(s) to which this report refers (if appropriate):

Section B:

In accordance with Edinburgh Napier University regulations A9.4a-d, please confirm the following:

	Yes	No
Academic Issues Is the academic standard of each module or programme of study being considered set and maintained at the appropriate level?	X	
Student Performance Are the standards of student performance properly judged against the level set?	X	
Assessment Is the assessment process appropriate, rigorous, equitable and conducted in accordance with University guidance?	X	
Comparable Standards Is the standard and level of student achievement comparable with those in other higher education institutions?	X	

Section C:

<p>1) Comparability</p> <p>Please comment on the comparability of standards of student work between modules within a course (if appropriate) and those in other higher education institutions you may be familiar with.</p>
<p>Marks in the fail, 3rd, 2:2, and 2:1 categories are comparable. I do feel, however, that there is a tendency of overmark at the top end (i.e. the 1st category)</p>
<p>2) Commentary on Academic issues</p> <p>Is the academic standard of each module or programme of study being considered set and maintained at the appropriate level, meeting the threshold academic standards, and where applicable, the subject benchmark statements and SCQF level descriptors</p>
<p>yes</p>
<p>3) Student Performance</p> <p>Please comment on the strengths and weaknesses of the student performance with respect to module and/or programme content</p>
<p>Students are generally good at describing issues but tend to ignore/struggle when attempting critical analysis.</p>
<p>4) Learning and Teaching</p>

Please comment on the effectiveness of the Learning and Teaching methods employed on the modules and/or programmes

The methods used are adequate to the aims of the modules

5) Assessment

Please comment on the fairness and the rigour of the assessment and feedback process employed on the modules and/or programmes

I think marking has very good internal consistency. I have no issues here.

6) Good practice

Please comment on any areas of good practice that you wish to highlight

7) Recommendations

Please specify any recommendations that you wish to make.

Section D:

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Yes	No	NA
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Programme and Module materials: have you received or been given access to:

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- c. Module Descriptors
- d. Assessment briefs/marketing criteria

X		
X		
X		
X		

Draft Examination Papers

- a. Did you receive all the draft papers (answer 'NA' if you did not because it was at your request)
- b. Was the nature and level of the questions appropriate?
- c. Were suitable arrangements made to consider your comments?

X		
X		
X		

Marking Coursework/ Examination Scripts

- a. Did you receive as a minimum a square root sample of completed scripts or coursework? (as specified in regulation A9.4)
- b. Was the general standard and consistency of marking appropriate?
- c. Were the scripts and coursework marked in such a way as to enable you to see the reasons for the award of given marks?

X		
X		
X		

Dissertations/Project reports

- a. Was the method and standard of assessment appropriate?

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Board of Examiners meeting

- a. Were you able to attend the meeting?
- b. If you were unable to attend the meeting were you offered the opportunity to provide views on student performance, progression and awards?

X		
		X

- c. Was the meeting conducted to your satisfaction?
- d. Were you satisfied with the recommendations of the Board of Examiners?
- e. Were issues raised in previous report(s) addressed to your satisfaction?

x		
x		
x		

Any other comments?

Please use this space to address any other comments you wish to make, including but not limited to

- a) any issues as specifically required by any relevant professional body
- b) an overview of your term of office (when concluded).

n/a

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Section A: Personal Details

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Duties

Is this report for:	mark as appropriate
Programmes and Modules	
Modules only	x

Please insert module titles and numbers to which this report refers

(This information was sent to you on your appointment, if you require this information to be re-sent, please request this at externalexaminers@napier.ac.uk):

ENT09102	Business Growth Issues
ENT09103	Entrepreneurial Consultancy
ENT10102	Growing a Business
ENT09602	Work Based Learning BABE
ENT10133	Dissertation UG
ENT11130	Dissertation PG
ENT11930	Dissertation Hong Kong
ENT11607	Signature Leadership Project
ENT11606	Strategic Entrepreneurship

Please insert the programme title(s) to which this report refers (if appropriate):

Section B:

In accordance with Edinburgh Napier University regulations A9.4a-d, please confirm the following:

	Yes	No
Academic Issues Is the academic standard of each module or programme of study being considered set and maintained at the appropriate level?	x	
Student Performance Are the standards of student performance properly judged against the level set?	x	
Assessment Is the assessment process appropriate, rigorous, equitable and conducted in accordance with University guidance?	x	
Comparable Standards Is the standard and level of student achievement comparable with those in other higher education institutions?	x	

Section C:

1) Comparability

Please comment on the comparability of standards of student work between modules within a course (if appropriate) and those in other higher education institutions you may be familiar with.

I have been an external examiner at a number of Higher Educational establishments and I can confirm that the standards achieved, on the evidence of marked assessments I have looked at at Napier, are of a comparable standard to students work in other institutions with which I am familiar. Whilst marking across the modules is 'fair' and whilst it is good to see marks awarded over 70%, which can be seen to be a barrier in some institutions, be careful at the highest level that over marking does not become an issue.

2) Commentary on Academic issues

Is the academic standard of each module or programme of study being considered set and maintained at the appropriate level, meeting the threshold academic standards, and where applicable, the [subject benchmark statements](#) and [SCQF level](#) descriptors

I can confirm that the standards achieved by the work I have looked at is of an appropriate academic standard as determined by 'subject benchmark statements' and 'SCQF descriptors'.

3) Student Performance

Please comment on the strengths and weaknesses of the student performance with respect to module and/or programme content

There were examples of some students performing very well, demonstrating a high degree of motivation and understanding of the issues being assessed. These students demonstrate an ability to apply theory to contemporary issues affecting Small Medium Enterprises in a thorough way. Whilst most module descriptors mention 'internationalisation' there is not a great deal of evidence of internationalisation within the students work.

4) Learning and Teaching

Please comment on the effectiveness of the Learning and Teaching methods employed on the modules and/or programmes

It is not easy to comment on Learning and Teaching when one is really only seeing the final outcome, that is, the marked assessments. However, there is evidence of appropriate feedback for students and the variety of assessment strategies ensures that the differing skill sets of differing students are being assessed. What does come across from the conversations I have had with 'the staff team' is that the staff do indeed work as a team, are enthusiastic and committed to the students. Some of the module handbooks could provide more information and some of the reading lists are brief and dated. At levels nine and ten I would have expected to see more in the way of journal articles and more use of e-learning materials.

5) Assessment

Please comment on the fairness and the rigour of the assessment and feedback process employed on the modules and/or programmes

Overall the marking is fair and appropriate. In one or two cases at the higher end there is a danger of over-marking. There is evidence of double marking. The assessments are of a level that all students should be able to make a good attempt, yet there is scope for the 'better' students to demonstrate their abilities. Most of the assessments are contemporary, good to see reference to the issue of Scottish independence being raised, for example.

6) Good practice

Please comment on any areas of good practice that you wish to highlight

Good practice is highlighted by the committed and highly motivated staff team, their willingness to 'go the extra mile' for the students was in evidence at the Board meeting. Whilst I have been a little critical of the module handbooks in general the module handbook for Strategic Entrepreneurship is an example of good practice.

<p>7) Recommendations</p> <p>Please specify any recommendations that you wish to make.</p> <p>Review module handbooks and recommend appropriate journal articles for reading</p>

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Yes	No	NA
-----	----	----

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- d. Assessment briefs/marketing criteria

X		
X		
X		
X		

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- c. Were suitable arrangements made to consider your comments?

	X	
		X
		X

Marking Coursework/ Examination Scripts

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- Were the scripts and coursework marked in such a way as to enable you to see the reasons for the award of given marks?

X		
X		
X		

Dissertations/Project reports

- Was the method and standard of assessment appropriate?

X		
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Board of Examiners meeting

- Were you able to attend the meeting?
- If you were unable to attend the meeting were you offered the opportunity to provide views on student performance, progression and awards?
- Was the meeting conducted to your satisfaction?
- Were you satisfied with the recommendations of the Board of Examiners?
- Were issues raised in previous report(s) addressed to your satisfaction?

X		
		X
X		
X		
		X

Any other comments?

Please use this space to address any other comments you wish to make, including but not limited to

- any issues as specifically required by any relevant professional body
- an overview of your term of office (when concluded).

I was sent some scripts electronically, at my request, but it is not the 'best' way to look at these materials. I think in future it would be beneficial, if possible, for myself to travel to Napier the day before the Board to look at all the materials required for the Board meeting.

Thank you for completing this report and for undertaking External Examiner duties at Edinburgh Napier University.

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Section A: Personal Details

(This section will be removed before the report is published on our website)

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

Duties

Is this report for:	mark as appropriate
Programmes and Modules	
Modules only	x

Please insert module titles and numbers to which this report refers

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ENT09101	Starting a New Business	
ENT09601	Starting a New Business	
ENT09104	International Entrepreneurship Exchange Programme	No scripts recieved
ENT10101	Fast Track Entrepreneurship	
ENT11101	New Venture Planning	No scripts recieved
ENT11101	New Venture Planning (Flexible)	No scripts recieved
ENT11901	New Venture Planning (HongKong)	No scripts recieved
ENT11401	New Venture Planning (Global)	No scripts recieved
ENT11701	New Venture Planning (Singapore)	No scripts recieved
ENT11407	Managing Innovation (online)	
ENT11507	Managing Innovation	

Section B:

In accordance with Edinburgh Napier University regulations A9.4a-d, please confirm the following:

	Yes	No
Academic Issues Is the academic standard of each module or programme of study being considered set and maintained at the appropriate level?	x	
Student Performance Are the standards of student performance properly judged against the level set?	x	
Assessment Is the assessment process appropriate, rigorous, equitable and conducted in accordance with University guidance?	x	
Comparable Standards Is the standard and level of student achievement comparable with those in other higher education institutions?	x	

Section C:

1) Comparability Please comment on the comparability of standards of student work between modules within a course (if appropriate) and those in other higher education institutions you may be familiar with.
Across the modules that I have seen student work for, I am happy that the standards are comparable to other HEIs.
2) Commentary on Academic issues Is the academic standard of each module or programme of study being considered set and maintained at the appropriate level, meeting the threshold academic standards, and where applicable, the subject benchmark statements and SCQF level descriptors
All modules set and maintained an appropriate level and included all elements that would be expected. Specific module comments: ENT09101 - Good to see that there is emphasis on the research elements as students do struggle to

know where to start with this. Teaching methods have translated into some interesting and creative business ideas.

ENT11407/507 - Critical analysis of innovation management has been well developed through the course. Feedback; on occasion it is difficult to interpret a slightly lower mark given (e.g. P3) when feedback is all positive (this has only occurred in a minority of examples).

3) Student Performance

Please comment on the strengths and weaknesses of the student performance with respect to module and/or programme content

All modules were judged fairly for the level and generally a good level of comparability between markers. In some cases some very good examples provided. Agreed with the lower end of marks as well. Specific module comments:

ENT09101 - Feedback; could consider how you suggest more specific improvements, particularly to the better pieces of work.

ENT10101 - Feedback is very clearly aligned to the marking criteria making it very easy to see how the work is marked and how each script compares to the expected standard.

4) Learning and Teaching

Please comment on the effectiveness of the Learning and Teaching methods employed on the modules and/or programmes

From the evidence presented, the learning and teaching methods appeared to be appropriately focused on the development of student skills alongside their understanding/engagement with the theory. In some cases, there were some particular areas of success (ENT09101 & ENT11407/507)

However, this was difficult to judge accurately as this evidence was limited to the module handbooks and the assessments. I understand that in future years it will be possible to access the modules' virtual learning environment and this will be extremely helpful in enabling me to comment more fully on this area.

5) Assessment

Please comment on the fairness and the rigour of the assessment and feedback process employed on the modules and/or programmes

The assessments across all the modules were appropriate and fair for the content of the course. There is a tendency to focus on giving specific feedback on poorer work than middle/high work in some instances. Specific module comments:

ENT09101 - It is noted that the students can complete the work individually or in groups of 3, however it is not clear there is no differentiation in marking whether or not the work is completed as a group piece or individual piece. Suggested action – to incorporate this information more clearly in the handbook/assessment description.

ENT10101 – Whilst the assessment is appropriate for the content of the course, there is a focus on business growth mentioned in the module descriptor & learning outcomes that doesn't come through into the business plans. Suggested action - to consider adding a specific element within the business plan structure and/or marking criteria to clearly demonstrate their learning in this area. I have also not seen evidence of their reflections on their own entrepreneurial traits but understand this is included in the in-class presentations. Suggested action - to consider how this element can be made clearer in the module documentation.

ENT11407/507 - The requirement to choose organizations in different countries brings an interesting and innovative dimension to the assessment.

6) Good practice

Please comment on any areas of good practice that you wish to highlight

The level of learning and engagement achieved with students on ENT407/507, given that these courses were delivered completely online is a credit to the module leader & team.

7) Recommendations

Please specify any recommendations that you wish to make.

In addition to the suggested actions listed previously, it would be useful if more help and information could be made available to the external examiners prior to the exam boards (e.g. access to the virtual learning platform, copies of previous external examiner reports). This was discussed at length at the exam board and I am happy that the support will be in place for future years.

Section D:

This checklist is included to take into account the recommendation from the review of external examining arrangements in universities in the UK undertaken by Guild HE and Universities UK. We welcome any comments you have about this section.

Yes	No	NA
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Programme and Module materials: have you received or been given access to:

- a. Programme Handbook(s)
- b. Academic Regulations
- c. Module Descriptors
- d. Assessment briefs/marketing criteria

		X
X		
X		
X		

Draft Examination Papers

- a. Did you receive all the draft papers (answer 'NA' if you did not because it was at your request)

		X
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- b. Was the nature and level of the questions appropriate?
- c. Were suitable arrangements made to consider your comments?

		X
		X

Marking Coursework/ Examination Scripts

- a. Did you receive as a minimum a square root sample of completed scripts or coursework? (as specified in regulation A9.4)
- b. Was the general standard and consistency of marking appropriate?
- c. Were the scripts and coursework marked in such a way as to enable you to see the reasons for the award of given marks?

X		
X		
X		

Dissertations/Project reports

- a. Was the method and standard of assessment appropriate?

X		
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Board of Examiners meeting

- a. Were you able to attend the meeting?
- b. If you were unable to attend the meeting were you offered the opportunity to provide views on student performance, progression and awards?
- c. Was the meeting conducted to your satisfaction?
- d. Were you satisfied with the recommendations of the Board of Examiners?
- e. Were issues raised in previous report(s) addressed to your satisfaction?

X		
		X
X		
X		
		X

Any other comments?

Please use this space to address any other comments you wish to make, including but not limited to

- a) any issues as specifically required by any relevant professional body
- b) an overview of your term of office (when concluded).

Thank you for completing this report and for undertaking External Examiner duties at Edinburgh Napier University.
Please email the completed report to externalexaminers@napier.ac.uk

EDINBURGH NAPIER UNIVERSITY

EXTERNAL EXAMINER ANNUAL REPORT 2013/14

All External Examiners are requested to fill in a report upon completion of their duties associated with **first diet assessments** each session. Please note that all sections of the report must be completed for payment to be authorised.

Your report will be given primary consideration at subject level and will inform annual monitoring. The University Quality Assurance, Monitoring and Review Committee will also receive a summary report of general themes from the reports submitted in each academic year.

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The deadlines for submission of reports for session 2013/14 are

- 07 July 2014 for duties relating to undergraduate provision
- 27 October 2014 for duties relating to taught masters provision

If you have any questions or problems completing this form please contact externalexaminers@napier.ac.uk

Section A: Personal Details

(This section will be removed before the report is published on our website)

Duties

Is this report for:	mark as appropriate
Programmes and Modules	
Modules only	√

Please insert module titles and numbers to which this report refers

(This information was sent to you on your appointment, if you require this information to be re-sent, please request this at externalexaminers@napier.ac.uk):

HRM09102 – Human Resource Development
 HRM09103 – Organisational Change Management
 HRM09703 – Organisational Change Management – Singapore
 HRM09903 – Organisational Change Management - Hong Kong
 HRM10101 – Global Employment Practice
 HRM10103 – Contemporary Issues in HRM
 HRM10130 – HRM UG Dissertations

Please insert the programme title(s) to which this report refers (if appropriate):

Section B:

In accordance with Edinburgh Napier University regulations A9.4a-d, please confirm the following:

	Yes	No
Academic Issues Is the academic standard of each module or programme of study being considered set and maintained at the appropriate level?	√	
Student Performance Are the standards of student performance properly judged against the level set?	√	
Assessment Is the assessment process appropriate, rigorous, equitable and conducted in accordance with University guidance?	√	
Comparable Standards Is the standard and level of student achievement comparable with those in other higher education institutions?	√	

Section C:

1) Comparability

Please comment on the comparability of standards of student work between modules within a course (if appropriate) and those in other higher education institutions you may be familiar with.

The standard of student work I have reviewed is comparable across modules at both level 5 and level 6. The standard of student work is comparable to work I have reviewed at other higher education institutions.

2) Commentary on Academic issues

Is the academic standard of each module or programme of study being considered set and maintained at the appropriate level, meeting the threshold academic standards, and where applicable, the [subject benchmark statements](#) and [SCQF level](#) descriptors

The aim and learning outcomes for each of the modules I have reviewed are appropriate for the level of study. Assessments I have reviewed were designed to assess the relevant learning outcomes and the assessment criteria set for each assessment have been appropriate to the learning outcomes for that particular assessment. It is evident that colleagues mark in line with the published assessment criteria for each assessment.

3) Student Performance

Please comment on the strengths and weaknesses of the student performance with respect to module and/or programme content

Module content is appropriate and relevant to the subject area. The work I have reviewed demonstrates that the students who engage with the topic and appear to have read around the topic are able to demonstrate their knowledge and understanding via the assessment strategy for the module.

From the work I have reviewed there was only a small minority of students whose performance did not meet the assessment criteria.

4) Learning and Teaching

Please comment on the effectiveness of the Learning and Teaching methods employed on the modules and/or programmes

The results achieved by students suggest that the learning and teaching methods on the modules are appropriate.
HRM09103,703 and 903 is delivered to a diverse range of students and the outcomes appear to be comparable across the different cohorts.
The design and delivery of HRM10103 – Contemporary Issues in HRM suggests an interesting and enlightening opportunity for the students.

5) Assessment

Please comment on the fairness and the rigour of the assessment and feedback process employed on the modules and/or programmes

Across the modules I have reviewed the assessment strategy is rigorous and clearly links to the learning outcomes for the module. Students are given clear direction as to how the assessment strategy relates to the taught element of the module. There is clear explanation of what is expected in a response to an assignment. Assessment criteria are clearly presented and in the majority of modules it is clear how the feedback relates to each assessment criteria.

6) Good practice

Please comment on any areas of good practice that you wish to highlight

Feedback to students provides constructive feedback to improvement future assignments and exams.
Clear evidence of internal moderation.
Module leaders' reports supplied with each set of scripts are very useful to external examiners.

7) Recommendations

Please specify any recommendations that you wish to make.

I do not have any recommendations to make at this time.

Section D:

This checklist is included to take into account the recommendation from the review of external examining arrangements in universities in the UK undertaken by Guild HE and Universities UK. We welcome any comments you have about this section.

Yes	No	NA
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Programme and Module materials: have you received or been given access to:

- a. Programme Handbook(s)
- b. Academic Regulations
- c. Module Descriptors
- d. Assessment briefs/marketing criteria

		√
√		
√		
√		

Draft Examination Papers

- a. Did you receive all the draft papers (answer 'NA' if you did not because it was at your request)
- b. Was the nature and level of the questions appropriate?
- c. Were suitable arrangements made to consider your comments?

√		
√		
√		

Marking Coursework/ Examination Scripts

- a. Did you receive as a minimum a square root sample of completed scripts or coursework? (as specified in regulation A9.4)
- b. Was the general standard and consistency of marking appropriate?
- c. Were the scripts and coursework marked in such a way as to enable you to see the reasons for the award of given marks?

√		
√		
√		

Dissertations/Project reports

- a. Was the method and standard of assessment appropriate?

√		
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Board of Examiners meeting

- a. Were you able to attend the meeting?
- b. If you were unable to attend the meeting were you offered the opportunity to provide views on student performance, progression and awards?

√		

- c. Was the meeting conducted to your satisfaction?
- d. Were you satisfied with the recommendations of the Board of Examiners?
- e. Were issues raised in previous report(s) addressed to your satisfaction?

√		
√		
		√

Any other comments?

Please use this space to address any other comments you wish to make, including but not limited to

- a) any issues as specifically required by any relevant professional body
- b) an overview of your term of office (when concluded).

I have no other comments.

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EDINBURGH NAPIER UNIVERSITY

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Section A: Personal Details

(This section will be removed before the report is published on our website)

Duties

Is this report for:	mark as appropriate
Programmes and Modules	
Modules only	X

Please insert module titles and numbers to which this report refers

(This information was sent to you on your appointment, if you require this information to be re-sent, please request this at externalexaminers@napier.ac.uk):

HRM11109

HRM11111

HRM11119

HRM11120

MSc 1 HRM

HRM11109

HRM11910

HRM11911

HRM11710

HRM11711

HRM11419

HRM11419

Please insert the programme title(s) to which this report refers (if appropriate):

Section B:

In accordance with Edinburgh Napier University regulations A9.4a-d, please confirm the following:

	Yes	No
Academic Issues Is the academic standard of each module or programme of study being considered set and maintained at the appropriate level?	√	
Student Performance Are the standards of student performance properly judged against the level set?	√	
Assessment Is the assessment process appropriate, rigorous, equitable and conducted in accordance with University guidance?	√	
Comparable Standards Is the standard and level of student achievement comparable with those in other higher education institutions?	√	

Section C:

1) Comparability

Please comment on the comparability of standards of student work between modules within a course (if appropriate) and those in other higher education institutions you may be familiar with.

I believe the standards of student work are comparable with the standards achieved by students at other HE institutions with which I am familiar.

2) Commentary on Academic issues

Is the academic standard of each module or programme of study being considered set and maintained at the appropriate level, meeting the threshold academic standards, and where applicable, the [subject benchmark statements](#) and [SCQF level](#) descriptors

Yes, each module is maintained at the appropriate level.

3) Student Performance

Please comment on the strengths and weaknesses of the student performance with respect to module and/or programme content

In general, I am impressed by the standards achieved by students, especially where modules are delivered on-line and overseas, given that English is not likely to be their first language.

4) Learning and Teaching

Please comment on the effectiveness of the Learning and Teaching methods employed on the modules and/or programmes

Judging by the work I sampled, I believe the L&T methods are effective. The assignments briefs given to students are very helpful.

5) Assessment

Please comment on the fairness and the rigour of the assessment and feedback process employed on the modules and/or programmes

Assessment processes are appropriate and suitable for testing the modules' learning outcomes. Interesting and engaging case studies are used. The feedback given to students is generally very extensive and developmental. Indeed, the feedback is generally more detailed and developmental compared to other HE institutions with which I am familiar.

6) Good practice

Please comment on any areas of good practice that you wish to highlight

See my comments above regarding assessment briefs and feedback.

7) Recommendations

Please specify any recommendations that you wish to make.

None.

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Section D:

This checklist is included to take into account the recommendation from the review of external examining arrangements in universities in the UK undertaken by Guild HE and Universities UK. We welcome any comments you have about this section.

Yes	No	NA
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Programme and Module materials: have you received or been given access to:

- a. Programme Handbook(s)
- b. Academic Regulations
- c. Module Descriptors
- d. Assessment briefs/marketing criteria

√		
√		
√		
√		

Draft Examination Papers

- a. Did you receive all the draft papers (answer 'NA' if you did not because it was at your request)
- b. Was the nature and level of the questions appropriate?
- c. Were suitable arrangements made to consider your comments?

√		
√		
√		

Marking Coursework/ Examination Scripts

- a. Did you receive as a minimum a square root sample of completed scripts or coursework? (as specified in regulation A9.4)
- b. Was the general standard and consistency of marking appropriate?
- c. Were the scripts and coursework marked in such a way as to enable you to see the reasons for the award of given marks?

√		
√		
√		

Dissertations/Project reports

- a. Was the method and standard of assessment appropriate?

		√
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Board of Examiners meeting

- a. Were you able to attend the meeting?
- b. If you were unable to attend the meeting were you offered the opportunity to provide views on student performance, progression and awards?
- c. Was the meeting conducted to your satisfaction?
- d. Were you satisfied with the recommendations of the Board of Examiners?
- e. Were issues raised in previous report(s) addressed to your satisfaction?

√		
√		
√		
√		
√		

Any other comments?

Please use this space to address any other comments you wish to make, including but not limited to

- a) any issues as specifically required by any relevant professional body
- b) an overview of your term of office (when concluded).

The modules I overview as external examiner are of high quality; the use of interesting and timely case studies for CA is also a positive; as is the detailed and highly developmental feedback given to students.

Mamie Sheehan

Thank you for completing this report and for undertaking External Examiner duties at Edinburgh Napier University.

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EDINBURGH NAPIER UNIVERSITY

EXTERNAL EXAMINER ANNUAL REPORT 2013/14

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Duties

Is this report for:	mark as appropriate
Programmes and Modules	
Modules only	MBA Projects

Please insert module titles and numbers to which this report refers

(This information was sent to you on your appointment, if you require this information to be re-sent, please request this at externalexaminers@napier.ac.uk):

SOE11111	MBA Project
SOE11113	MBA Project
SOE11910	MBA Project
SOE11913	MBA Project
SOE11913	MBA Project
SOE11311	MBA Project
SOE11112	MBA Project
SOE11131	MBA Project
SOE11431	MBA Project
SOE11411	MBA Project

Please insert the programme title(s) to which this report refers (if appropriate): MBA

Section B:

In accordance with Edinburgh Napier University regulations A9.4a-d, please confirm the following:

	Yes	No
Academic Issues Is the academic standard of each module or programme of study being considered set and maintained at the appropriate level?	x	
Student Performance Are the standards of student performance properly judged against the level set?	x	
Assessment Is the assessment process appropriate, rigorous, equitable and conducted in accordance with University guidance?	x	
Comparable Standards Is the standard and level of student achievement comparable with those in other higher education institutions?	x	

Section C:

1) Comparability

Please comment on the comparability of standards of student work between modules within a course (if appropriate) and those in other higher education institutions you may be familiar with.

I am able to confirm that the standard of student work was comparable with that of other academic institutions that I am familiar with.

2) Commentary on Academic issues

Is the academic standard of each module or programme of study being considered set and maintained at the appropriate level, meeting the threshold academic standards, and where applicable, the [subject benchmark statements](#) and [SCQF level](#) descriptors

The MBA project sample that I asked to assess more than met threshold academic standards if anything they were slightly above those expected at MBA level in my opinion.

3) Student Performance

Please comment on the strengths and weaknesses of the student performance with respect to module and/or programme content

With regards to the student work itself I was impressed with the top end work (D 1 and P5 /4) surrounding the all the key components required for success being in place. There was evidence of these students clearly understanding the research process and then having the ability to transfer this understanding onto the page leading to sound pieces of work resulting.

The weakest example showed either a reluctance on the students part to take advice or possibly a weakness in supervision, something I would like clarification upon before the next diet of projects are received by myself for consideration.

<p>4) Learning and Teaching Please comment on the effectiveness of the Learning and Teaching methods employed on the modules and/or programmes</p>
<p>Apart from the matter of supervision given to students I am unable to comments upon this question.</p>
<p>5) Assessment Please comment on the fairness and the rigour of the assessment and feedback process employed on the modules and/or programmes</p>
<p>The Assessment level looks to be entirely appropriate and the feedback more than meets the requirements needed at this level.</p>
<p>6) Good practice Please comment on any areas of good practice that you wish to highlight</p>
<p>The marking criteria is clear for all parties concerned leading to suitable clear results for all concerned.</p>
<p>7) Recommendations Please specify any recommendations that you wish to make.</p>
<p>None at this time</p>

Section D:

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Yes	No	NA
-----	----	----

Programme and Module materials: have you received or been given access to:

- Programme Handbook(s)
- Academic Regulations
- Module Descriptors
- Assessment briefs/marketing criteria

X		
X		
X		
X		

Draft Examination Papers

- Did you receive all the draft papers (answer 'NA' if you did not because it was at your request)
- Was the nature and level of the questions appropriate?
- Were suitable arrangements made to consider your comments?

		n/a
		n/a
		n/a

Marking Coursework/ Examination Scripts

- Did you receive as a minimum a square root sample of completed scripts or coursework? (as specified in regulation A9.4)
- Was the general standard and consistency of marking appropriate?
- Were the scripts and coursework marked in such a way as to enable you to see the reasons for the award of given marks?

		n/a
		n/a
		n/a

Dissertations/Project reports

- Was the method and standard of assessment appropriate?

X		
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Board of Examiners meeting

- a. Were you able to attend the meeting?
- b. If you were unable to attend the meeting were you offered the opportunity to provide views on student performance, progression and awards?
- c. Was the meeting conducted to your satisfaction?
- d. Were you satisfied with the recommendations of the Board of Examiners?
- e. Were issues raised in previous report(s) addressed to your satisfaction?

	x	
x		
		n/a
x		
		n/a

Any other comments?

Please use this space to address any other comments you wish to make, including but not limited to

- a) any issues as specifically required by any relevant professional body
- b) an overview of your term of office (when concluded).

Not at this time.

Thank you for completing this report and for undertaking External Examiner duties at Edinburgh Napier University.

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EDINBURGH NAPIER UNIVERSITY

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Duties

Is this report for:	mark as appropriate
Programmes and Modules	X
Modules only	

Please insert module titles and numbers to which this report refers

(This information was sent to you on your appointment, if you require this information to be re-sent, please request this at externalexaminers@napier.ac.uk):

Module(s):	ACC11602 Performance Managing your Single Outcome Agreement HRM11672 Key Skills of People Management HRM11673 The Confident Coach HRM11674 Positive Leadership Practice HRM11693 Coaching as a Leadership Style HRM11676 Partnership & Joint Working HRM11677 Workforce Planning HRM11680 Local Government in Context HRM11682 Coaching Culture HRM11683 Leading Change HRM11684 Advanced Leadership Skills HRM11686 Impact and Influencing strategies HRM11687 Conflict Management SOE11685 Efficient Government & New Context SOE11696 LEAN Management HRM11694 New Ways of Working HRM11691 Workforce Planning and Organisational Design
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Please insert the programme title(s) to which this report refers (if appropriate):

Programme(s):	MSc Public Sector Leadership – CLOSED as of May 2014 MSc Advanced Leadership Practice MSc Coaching – Not Currently Running
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Section B:

In accordance with Edinburgh Napier University regulations A9.4a-d, please confirm the following:

	Yes	No
Academic Issues Is the academic standard of each module or programme of study being considered set and maintained at the appropriate level?	X	
Student Performance Are the standards of student performance properly judged against the level set?	X	
Assessment Is the assessment process appropriate, rigorous, equitable and conducted in accordance with University guidance?	X	
Comparable Standards Is the standard and level of student achievement comparable with those in other higher education institutions?	X	

Section C:

<p>1) Comparability</p> <p>Please comment on the comparability of standards of student work between modules within a course (if appropriate) and those in other higher education institutions you may be familiar with.</p>
<p>The work is of a comparable standard to other work I have seen.</p>
<p>2) Commentary on Academic issues</p> <p>Is the academic standard of each module or programme of study being considered set and maintained at the appropriate level, meeting the threshold academic standards, and where applicable, the subject benchmark statements and SCQF level descriptors</p>
<p>Yes everything is in order.</p>
<p>3) Student Performance</p> <p>Please comment on the strengths and weaknesses of the student performance with respect to module and/or programme content</p>
<p>Students on the whole appear to perform well. They appear to experience similar issues as students at this level in other institutions I have been involved in. For example, making the leap from practitioner report writing to a more critical and academic style is clearly an issue for most modules.</p>
<p>4) Learning and Teaching</p> <p>Please comment on the effectiveness of the Learning and Teaching methods employed on the modules and/or programmes</p>
<p>In all the modules there is clear focus upon practical use of the theory and practical application in the students workplace or further afield. This is to be applauded.</p>
<p>5) Assessment</p> <p>Please comment on the fairness and the rigour of the assessment and feedback process employed on the modules and/or programmes</p>
<p>The assessment in the whole is rigorous and appropriate. There appears a clear effort made to give good developmental feedback by both 1st and second markers.</p>
<p>6) Good practice</p> <p>Please comment on any areas of good practice that you wish to highlight</p>
<p>Overall good practice is endemic – some good use of different learning strategies – e.g. presentations as well as written submissions.</p>
<p>7) Recommendations</p> <p>Please specify any recommendations that you wish to make.</p>
<p>Apart from my usual suggestion to allow for some more distinction at the higher level – i.e. more than a pass and fail I don't have anything further recommendations.</p>

Section D:

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Yes	No	NA
-----	----	----

Programme and Module materials: have you received or been given access to:

- a. Programme Handbook(s)
- b. Academic Regulations
- c. Module Descriptors
- d. Assessment briefs/marketing criteria

X		
X		
X		
X		

Draft Examination Papers

- a. Did you receive all the draft papers (answer 'NA' if you did not because it was at your request)
- b. Was the nature and level of the questions appropriate?
- c. Were suitable arrangements made to consider your comments?

		X – no exams in these modules
		X
		X

Marking Coursework/ Examination Scripts

- a. Did you receive as a minimum a square root sample of completed scripts or coursework? (as specified in regulation A9.4)
- b. Was the general standard and consistency of marking appropriate?
- c. Were the scripts and coursework marked in such a way as to enable you to see the reasons for the award of given marks?

X		
X		
X		

Dissertations/Project reports

- a. Was the method and standard of assessment appropriate?

X		
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Board of Examiners meeting

- a. Were you able to attend the meeting?

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- b. If you were unable to attend the meeting were you offered the opportunity to provide views on student performance, progression and awards?
- c. Was the meeting conducted to your satisfaction?
- d. Were you satisfied with the recommendations of the Board of Examiners?
- e. Were issues raised in previous report(s) addressed to your satisfaction?

	X	
		X
X		
X		

Any other comments?

Please use this space to address any other comments you wish to make, including but not limited to

- a) any issues as specifically required by any relevant professional body
- b) an overview of your term of office (when concluded).

NA

Thank you for completing this report and for undertaking External Examiner duties at Edinburgh Napier University.

Please email the completed report to externalexaminers@napier.ac.uk

EDINBURGH NAPIER UNIVERSITY

EXTERNAL EXAMINER ANNUAL REPORT 2013/14

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- 07 July 2014 for duties relating to undergraduate provision
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Duties

Is this report for:	mark as appropriate
Programmes and Modules	
Modules only	x

Please insert module titles and numbers to which this report refers

(This information was sent to you on your appointment, if you require this information to be re-sent, please request this at externalexaminers@napier.ac.uk):

ENT11130 Dissertation PG

Please insert the programme title(s) to which this report refers (if appropriate):

Section B:

In accordance with Edinburgh Napier University regulations A9.4a-d, please confirm the following:

	Yes	No
Academic Issues Is the academic standard of each module or programme of study being considered set and maintained at the appropriate level?	x	
Student Performance Are the standards of student performance properly judged against the level set?	x	
Assessment Is the assessment process appropriate, rigorous, equitable and conducted in accordance with University guidance?	x	
Comparable Standards Is the standard and level of student achievement comparable with those in other higher education institutions?	x	

Section C:

1) Comparability

Please comment on the comparability of standards of student work between modules within a course (if appropriate) and those in other higher education institutions you may be familiar with.

I was sent two dissertations to look at one from the cohort MSc Flexible Business Management. I agree with the mark of distinction for one of the pieces of work, the literature review excellent, referencing superb, well-argued and structured. A single case study approach chosen with seven face-to-face in-depth interviews. A novel analytical approach adopted the Rich text approach, not my bag, but good to see a student willing to utilise 'new' approaches. My only gripe, and this is really a criticism of us all, is that I think we should all be 'honest' and we should all hold our hands up and say "it is seven interviews and a case study because that is all I could manage" due to the constraints of time and money! An excellent piece of work. Which would gain high grades in any institution of Higher Education.

The second one is a great topic, looking at the application of Lean Management to start-up, great idea. Again I agree the mark, the dissertation needs a good proof read e.g. page 2 line 5 "After living couple of start-up fiasco" what does this mean? The next paragraph same page paragraph beginning " However," I can find 3 typos. The methodology needs a little more work, for example P. 21 section 3.4.1 We are told ..."the sampling strategy was purposive" yet in the same paragraph we find "Consequently, the researcher gathered a convenient and pertinent sample of individuals with whom Lean Start-up was fairly relevant." How would the researcher know this? How was the sample selection selected what criteria etc. But this type of dissertation is found in a number of Higher Education establishments particularly where the students first language is not English.

2) Commentary on Academic issues

Is the academic standard of each module or programme of study being considered set and maintained at the appropriate level, meeting the threshold academic standards, and where applicable, the [subject benchmark statements](#) and [SCQF level](#) descriptors

The two dissertations I looked at for the Post Graduate level certainly meet the standards set in both the subject benchmark statements and SCQF level descriptors.

3) Student Performance

Please comment on the strengths and weaknesses of the student performance with respect to module and/or programme content

The dissertations had a clear distinction in standards which was quite rightly reflected in the marks awarded. I have indicated in Q1 the particular strengths and weaknesses of each piece of work.

4) Learning and Teaching

Please comment on the effectiveness of the Learning and Teaching methods employed on the modules and/or programmes

By the high standard achieved by one of the students one would have to conclude that there are effective mechanisms for Learning and Teaching for the more able students, So long as the admissions policies ensure that only students with appropriate grades in English Language examinations are allowed entrance to the University then it is up to the students to put in the effort to ensure they do themselves justice.

5) Assessment

Please comment on the fairness and the rigour of the assessment and feedback process employed on the modules and/or programmes

There is plenty of evidence that demonstrate appropriate feedback is taking place. The module handbook is specific about contact and support offered at this level.

6) Good practice

Please comment on any areas of good practice that you wish to highlight

When a student receives distinction it is cause for a celebration of good practice, that is the student has been motivated to produce good work which is a reflection on the good practice and dedication of the staff within Napier.

7) Recommendations

Please specify any recommendations that you wish to make.

Where students do not have English as their first language it is always worth checking that support is available to assist these students with academic writing skills.

Section D:

This checklist is included to take into account the recommendation from the review of external examining arrangements in universities in the UK undertaken by Guild HE and Universities UK. We welcome any comments you have about this section.

Yes	No	NA
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Programme and Module materials: have you received or been given access to:

- a. Programme Handbook(s)
- b. Academic Regulations
- c. Module Descriptors
- d. Assessment briefs/marketing criteria

X		
X		
X		
X		

Draft Examination Papers

- a. Did you receive all the draft papers (answer 'NA' if you did not because it was at your request)
- b. Was the nature and level of the questions appropriate?
- c. Were suitable arrangements made to consider your comments?

		X
		X
		X

Marking Coursework/ Examination Scripts

- a. Did you receive as a minimum a square root sample of completed scripts or coursework? (as specified in regulation A9.4)
- b. Was the general standard and consistency of marking appropriate?
- c. Were the scripts and coursework marked in such a way as to enable you to see the reasons for the award of given marks?

Dissertations/Project reports

- a. Was the method and standard of assessment appropriate?

X		
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Board of Examiners meeting

- a. Were you able to attend the meeting?
- b. If you were unable to attend the meeting were you offered the opportunity to provide views on student performance, progression and awards?

X		

- c. Was the meeting conducted to your satisfaction?
- d. Were you satisfied with the recommendations of the Board of Examiners?
- e. Were issues raised in previous report(s) addressed to your satisfaction?

Any other comments?

Please use this space to address any other comments you wish to make, including but not limited to

- a) any issues as specifically required by any relevant professional body
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--

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- 27 October 2014 for duties relating to taught masters provision

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Section A: Personal Details

(This section will be removed before the report is published on our website)

Duties

Is this report for:	mark as appropriate
Programmes and Modules	yes
Modules only	

Please insert module titles and numbers to which this report refers
(This information was sent to you on your appointment, if you require this information to be re-sent, please request this at externalexaminers@napier.ac.uk):

Select Graduate Certificate (30003GC)

HRM09603 Managing Self

Dip HE Training and Development (SPC) 30013DH

HR12005 Foundation – nothing received this time

HR22012 Assessor Skills

HR22013 Learning in Practice

HR22014 Defining Training Needs

HR22015 Principles of TNA and Skills of Course Design

HR22016 Skills of Assessment and Understanding Training Evaluation

HR22017 Course Planning and Delivery

SOE11680 Practitioner Learning: Understanding Organisational Practices

SOE11689 Practitioner Learning: CPD in Managerial Context

Jardine Matheson Advanced Leadership Practice (30010MM)

HRM11674 Positive Leadership Practice – nothing received this time

KPMG MSc HRM

HRM11616 Organisational Context of HR

HRM11615 People and Organisational Development

Section B:

In accordance with Edinburgh Napier University regulations A9.4a-d, please confirm the following:

	Yes	No
Academic Issues Is the academic standard of each module or programme of study being considered set and maintained at the appropriate level?	x	
Student Performance Are the standards of student performance properly judged against the level set?	x	
Assessment Is the assessment process appropriate, rigorous, equitable and conducted in accordance with University guidance?	x	
Comparable Standards Is the standard and level of student achievement comparable with those in other higher education institutions?	x	

Section C:

1) Comparability

Please comment on the comparability of standards of student work between modules within a course (if appropriate) and those in other higher education institutions you may be familiar with.

This is the first year that I have seen the modules and the standard of the work from the sample of student's work that I have seen so far is comparable to those at a similar level in institutions that I have experienced. I have also seen samples from different modules in two programmes and the standards between them seem to be comparable.

2) Commentary on Academic issues

Is the academic standard of each module or programme of study being considered set and maintained at the appropriate level, meeting the threshold academic standards, and where applicable, the [subject benchmark statements](#) and [SCQF level](#) descriptors

From the samples of student work that I have seen the standards seem to be set at an appropriate level.

I have also seen the assessment tasks for the new KPMG programme modules which also seem to be set at an appropriate level.

3) Student Performance

Please comment on the strengths and weaknesses of the student performance with respect to module and/or programme content

The best student performance from the samples I have seen demonstrated a high standard and level of reflection revealing the insights they have gained into their performance, whilst those in the 'refer' category have demonstrated their failure to reflect on their personal learning. Their enthusiasm for their modules is apparent in their work.

4) Learning and Teaching

Please comment on the effectiveness of the Learning and Teaching methods employed on the modules and/or programmes

From the results the learning and teaching methods outlined in the module descriptors are reflected in the standard of the work produced in the sample which demonstrates effectiveness. This effectiveness is particularly apparent in the success of encouraging 'activist' managers and practitioners to reflect.

5) Assessment

Please comment on the fairness and the rigour of the assessment and feedback process employed on the modules and/or programmes

The assessment of the sample of work I have seen has been good to impressive depending on the programme. I have appreciated the comments by the module leaders. The role of the second marker has been used well to provide a different perspective for students for example where the first tutor commented on the extent to which the task had been accomplished the second tutor areas for improvement. Although opportunities for improvement have not always been a feature of feedback to students in all modules.

6) Good practice

Please comment on any areas of good practice that you wish to highlight

Comprehensive introduction to the sample and reflection on the module from the module leader

7) Recommendations

Please specify any recommendations that you wish to make.

As my first experience of these modules it is too early.

Section D:

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Yes	No	NA
-----	----	----

Programme and Module materials: have you received or been given access to:

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- b. Academic Regulations
- c. Module Descriptors
- d. Assessment briefs/marketing criteria

	X	
X		
X		
X		

Draft Examination Papers

- a. Did you receive all the draft papers (answer 'NA' if you did not because it was at your request)
- b. Was the nature and level of the questions appropriate?
- c. Were suitable arrangements made to consider your comments?

X		
X		
X		

Marking Coursework/ Examination Scripts

- a. Did you receive as a minimum a square root sample of completed scripts or coursework? (as specified in regulation A9.4)
- b. Was the general standard and consistency of marking appropriate?
- c. Were the scripts and coursework marked in such a way as to enable you to see the reasons for the award of given marks?

X		
X		
X		

Dissertations/Project reports

- a. Was the method and standard of assessment appropriate?

		X
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Board of Examiners meeting

- a. Were you able to attend the meeting?
- b. If you were unable to attend the meeting were you offered the opportunity to provide views on student performance, progression

X		

and awards?

- c. Was the meeting conducted to your satisfaction?
- d. Were you satisfied with the recommendations of the Board of Examiners?
- e. Were issues raised in previous report(s) addressed to your satisfaction?

x		
x		
		x

Any other comments?

Please use this space to address any other comments you wish to make, including but not limited to

- a) any issues as specifically required by any relevant professional body
- b) an overview of your term of office (when concluded).

Not at this stage

Thank you for completing this report and for undertaking External Examiner duties at Edinburgh Napier University.

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EDINBURGH NAPIER UNIVERSITY

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Duties

Is this report for:	mark as appropriate
Programmes and Modules	✓
Modules only	

Please insert module titles and numbers to which this report refers

(This information was sent to you on your appointment, if you require this information to be re-sent, please request this at externalexaminers@napier.ac.uk):

HRM11117 Management and Organisational Change
 HRM11118 Organisational Change and management
 HRM11317 Management and Organisational Change (MBA Sri Lanka)
 HRM11417 Management and Organisational Change (Global online MBA)
 HRM11418 Organisational Change and management(Global on-line MSC)
 HRM11318 Organisational Change and management (PSB Singapore)
 SOE11670 Management Practice Report (Singapore)

Please insert the programme title(s) to which this report refers (if appropriate):

MSc Human Resources (Top-Up) Singapore

Section B:

In accordance with Edinburgh Napier University regulations A9.4a-d, please confirm the following:

	Yes	No
Academic Issues Is the academic standard of each module or programme of study being considered set and maintained at the appropriate level?	✓	
Student Performance Are the standards of student performance properly judged against the level set?	✓	
Assessment Is the assessment process appropriate, rigorous, equitable and conducted in accordance with University guidance?	✓	
Comparable Standards Is the standard and level of student achievement comparable with those in other higher education institutions?	✓	

Section C:

<p>1) Comparability</p> <p>Please comment on the comparability of standards of student work between modules within a course (if appropriate) and those in other higher education institutions you may be familiar with.</p>
<p>The standard of student work between modules was comparable.</p> <p>There was evidence of variation in the standard between cohorts.</p> <p>The standard of student work demonstrated similarities and differences with students of other higher education institutions. For some, there are challenges with the use of the English language. For others, encouragement of discursive, applied rather than descriptive work is to be encouraged.</p>
<p>2) Commentary on Academic issues</p> <p>Is the academic standard of each module or programme of study being considered set and maintained at the appropriate level, meeting the threshold academic standards, and where applicable, the subject benchmark statements and SCQF level descriptors</p>
<p>The academic standard of the programme in question is not commented on here due to it still being in the early stages.</p> <p>The academic standard of the modules being considered appear set at an appropriate level.</p> <p>Maintenance of this standard will require constant attention to encouraging and requiring discursive and applied work rather than descriptive work.</p>
<p>3) Student Performance</p> <p>Please comment on the strengths and weaknesses of the student performance with respect to module and/or programme content</p>
<p>Strengths</p> <ul style="list-style-type: none"> • Evidence of abilities to relate theory to practice and or case studies. • Evidence of abilities to comparatively analyse theories and critique theory <p>Weaknesses</p> <ul style="list-style-type: none"> • Evidence of weak spelling and grammar • Evidence of poor presentation of coursework • Descriptive content <p>There is variation, as with all institutions, in the extent to which students engaged discursively with material rather than descriptively.</p>
<p>4) Learning and Teaching</p> <p>Please comment on the effectiveness of the Learning and Teaching methods employed on the modules and/or programmes</p>
<ul style="list-style-type: none"> • Evidence in some modules of students being provided with interesting thought-

<p>provoking coursework e.g. case studies to consider in light of theory or concepts/theory required to be applied to practice.</p> <ul style="list-style-type: none"> • Evidence of broader coursework questions which encourage consideration of and integration of many topics but which may also require too much of the student and potentially encourage surface level discussions rather than depth of analyses.
<p>5) Assessment</p> <p>Please comment on the fairness and the rigour of the assessment and feedback process employed on the modules and/or programmes</p>
<p>The assessments employed are fair for the most part. Consideration may need to be given to the broader coursework questions and making these less demanding.</p> <p>Students are provided with feedback/comments on their assignments, which is to be highly commended.</p> <p>The rigour of the assessments can be ensured through constant attention to requiring depth of discussion, analysis and application rather than description. There is some evidence that marking is on the generous side for assignments that favour description.</p>
<p>6) Good practice</p> <p>Please comment on any areas of good practice that you wish to highlight</p>
<ul style="list-style-type: none"> • Provision of feedback/comments to students • Use of grading criterion and scoring matrix • Emphasis on some modules of application of theory to practice
<p>7) Recommendations</p> <p>Please specify any recommendations that you wish to make.</p>
<ul style="list-style-type: none"> • Provide details on the distribution of grades • Demonstrate less generosity in grading descriptive pieces of work so as to encourage more discursive, analytical and applied answers. • Position examination questions to demand more discussion and analysis rather than description. • Provide module outlines

Section D:

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Yes	No	NA
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Programme and Module materials: have you received or been given access to:

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- d. Assessment briefs/marketing criteria

	✓	
✓		
	✓	
✓	✓	

Draft Examination Papers

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- c. Were suitable arrangements made to consider your comments?

✓		
✓		
✓		

Marking Coursework/ Examination Scripts

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- b. Was the general standard and consistency of marking appropriate?
- c. Were the scripts and coursework marked in such a way as to enable you to see the reasons for the award of given marks?

✓		
✓	✓	
✓		

Dissertations/Project reports

- a. Was the method and standard of assessment appropriate?

✓		
---	--	--

Board of Examiners meeting

- a. Were you able to attend the meeting?
- b. If you were unable to attend the meeting were you offered the opportunity to provide views on student performance,

✓	✓	
	✓	

progression and awards?

- c. Was the meeting conducted to your satisfaction?
- d. Were you satisfied with the recommendations of the Board of Examiners?
- e. Were issues raised in previous report(s) addressed to your satisfaction?

✓		
✓		✓
		✓

Any other comments?

Please use this space to address any other comments you wish to make, including but not limited to

- any issues as specifically required by any relevant professional body
- an overview of your term of office (when concluded).

- This is my first term in office in this University
- Comments on the programme are not included in this report due to the fact it is still in its infancy
- There are double marks to a number of questions posed above in Section D due to there being multiple answers e.g. attending some boards but not all.

Thank you for completing this report and for undertaking External Examiner duties at Edinburgh Napier University.

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Duties

Is this report for:	mark as appropriate
Programmes and Modules	X
Modules only	

Please insert module titles and numbers to which this report refers

(This information was sent to you on your appointment, if you require this information to be re-sent, please request this at externalexaminers@napier.ac.uk):

HRM11102 Employee Resourcing

HRM11115 People and Organisational Development

HRM 11116 The Organizational Context of HR

Please insert the programme title(s) to which this report refers (if appropriate):

MSc HRM (FT and PT)

Section B:

In accordance with Edinburgh Napier University regulations A9.4a-d, please confirm the following:

	Yes	No
Academic Issues Is the academic standard of each module or programme of study being considered set and maintained at the appropriate level?	X	
Student Performance Are the standards of student performance properly judged against the level set?	X	
Assessment Is the assessment process appropriate, rigorous, equitable and conducted in accordance with University guidance?	X	
Comparable Standards Is the standard and level of student achievement comparable with those in other higher education institutions?	X	

Section C:

1) Comparability

Please comment on the comparability of standards of student work between modules within a course (if appropriate) and those in other higher education institutions you may be familiar with.

The standards appear to be rigorous with a range of student performance demonstrated. Attainment is consistent across the three modules. Standards are comparable to other HEIs with which I am familiar.

2) Commentary on Academic issues

Is the academic standard of each module or programme of study being considered set and maintained at the appropriate level, meeting the threshold academic standards, and where applicable, the [subject benchmark statements](#) and [SCQF level](#) descriptors

Yes standards are appropriate.

3) Student Performance

Please comment on the strengths and weaknesses of the student performance with respect to module and/or programme content

As noted above, there is a range of student performance with those at the higher end demonstrating excellent understanding as compared to weaker student performances at the lower end. At the lower end, weaker performance (as is typical at MSc level) tends to relate to work that is insufficiently critical/evaluative.

4) Learning and Teaching

Please comment on the effectiveness of the Learning and Teaching methods employed on the modules and/or programmes

A range of methods are adopted and are effective in engaging students and developing understanding. The additional skills requirements of the CIPD are effectively addressed.

5) Assessment

Please comment on the fairness and the rigour of the assessment and feedback process employed on the modules and/or programmes

Detailed and supportive feedback is provided and students are awareness of the strengths and development areas in their work. Rigour in first and second marking is evident.

6) Good practice

Please comment on any areas of good practice that you wish to highlight

The programme design is engaging and effectively addresses CIPD requirements which makes it attractive to both full and part time students.

7) Recommendations

Please specify any recommendations that you wish to make.

N/A

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Section D:

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Yes	No	NA
-----	----	----

Programme and Module materials: have you received or been given access to:

- a. Programme Handbook(s)
- b. Academic Regulations
- c. Module Descriptors
- d. Assessment briefs/marketing criteria

X		
X		
X		
X		

Draft Examination Papers

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- c. Were suitable arrangements made to consider your comments?

X		
X		
X		

Marking Coursework/ Examination Scripts

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- b. Was the general standard and consistency of marking appropriate?
- c. Were the scripts and coursework marked in such a way as to enable you to see the reasons for the award of given marks?

X		
X		
X		

Dissertations/Project reports

a. Was the method and standard of assessment appropriate?

		X
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Board of Examiners meeting

a. Were you able to attend the meeting?

		X
--	--	---

b. If you were unable to attend the meeting were you offered the opportunity to provide views on student performance, progression and awards?

X		
---	--	--

c. Was the meeting conducted to your satisfaction?

		X
--	--	---

d. Were you satisfied with the recommendations of the Board of Examiners?

		X
--	--	---

e. Were issues raised in previous report(s) addressed to your satisfaction?

		X
--	--	---

Any other comments?

Please use this space to address any other comments you wish to make, including but not limited to

- a) any issues as specifically required by any relevant professional body
- b) an overview of your term of office (when concluded).

CIPD requirements are met and curriculum design to respond to these requirements is engaging.

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EDINBURGH NAPIER UNIVERSITY

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Duties

Is this report for:	mark as appropriate
Programmes and Modules	
Modules only	x

Please insert module titles and numbers to which this report refers

(This information was sent to you on your appointment, if you require this information to be re-sent, please request this at externalexaminers@napier.ac.uk):

HRM11106, HRM11107, HRM 11130, HRM11108

Please insert the programme title(s) to which this report refers (if appropriate): Masters in Human Resource Management

Section B:

In accordance with Edinburgh Napier University regulations A9.4a-d, please confirm the following:

	Yes	No
Academic Issues Is the academic standard of each module or programme of study being considered set and maintained at the appropriate level?	x	
Student Performance Are the standards of student performance properly judged against the level set?	x	
Assessment Is the assessment process appropriate, rigorous, equitable and conducted in accordance with University guidance?	x	
Comparable Standards Is the standard and level of student achievement comparable with those in other higher education institutions?	x	

Section C:

1) Comparability

Please comment on the comparability of standards of student work between modules within a course (if appropriate) and those in other higher education institutions you may be familiar with.

As I have reported in interim reports, and in previous annual reports, I believe the standards of student work are comparable with the standards achieved by students at other HE institutions with which I am familiar

2) Commentary on Academic issues

Is the academic standard of each module or programme of study being considered set and maintained at the appropriate level, meeting the threshold academic standards, and where applicable, the [subject benchmark statements](#) and [SCQF level](#) descriptors

Yes, I have found that each module I have examined is set and maintained at the appropriate level.

3) Student Performance

Please comment on the strengths and weaknesses of the student performance with respect to module and/or programme content

As in previous years, I have been impressed by the standards achieved by students. Work submitted by students following the part-time for the MSc in HRM has been of a very good standard demonstrating real evidence of using theory to make sense of practice.

4) Learning and Teaching

Please comment on the effectiveness of the Learning and Teaching methods employed on the modules and/or programmes

Judging by the work I have sampled, I believe that the L&T methods employed are effective. The overall structure of the dissertation, including the role played by the scoping document, produced in preparation for the dissertation, continues to be a strength. As in previous years, this is an effective mode of assessment which leads to dissertations of high quality.

5) Assessment

Please comment on the fairness and the rigour of the assessment and feedback process employed on the modules and/or programmes

I have found assessment processes to be appropriate and suitable for the testing of modules' curriculum. Qualitative feedback is generally extensive and developmental. The quick turnaround times required by the institution should mean that students are able to learn from feedback provided and apply this to future pieces of assessment.

6) Good practice

Please comment on any areas of good practice that you wish to highlight

See my comments above regarding the scoping document. I also applaud the commitment to offering part-time study opportunities for those in full-time employment.

7) Recommendations

Please specify any recommendations that you wish to make.

I have no specific recommendations to make.

Section D:

This checklist is included to take into account the recommendation from the review of external examining arrangements in universities in the UK undertaken by Guild HE and Universities UK. We welcome any comments you have about this section.

Yes	No	NA
-----	----	----

Programme and Module materials: have you received or been given access to:

- a. Programme Handbook(s)
- b. Academic Regulations
- c. Module Descriptors
- d. Assessment briefs/marketing criteria

X		
X		
X		
X		

Draft Examination Papers

- a. Did you receive all the draft papers (answer 'NA' if you did not because it was at your request)
- b. Was the nature and level of the questions appropriate?
- c. Were suitable arrangements made to consider your comments?

X		
X		
X		

Marking Coursework/ Examination Scripts

- a. Did you receive as a minimum a square root sample of completed scripts or coursework? (as specified in regulation A9.4)
- b. Was the general standard and consistency of marking appropriate?

X		
X		

- c. Were the scripts and coursework marked in such a way as to enable you to see the reasons for the award of given marks?

X		
---	--	--

Dissertations/Project reports

- a. Was the method and standard of assessment appropriate?

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Board of Examiners meeting

- a. Were you able to attend the meeting?
- b. If you were unable to attend the meeting were you offered the opportunity to provide views on student performance, progression and awards?
- c. Was the meeting conducted to your satisfaction?
- d. Were you satisfied with the recommendations of the Board of Examiners?
- e. Were issues raised in previous report(s) addressed to your satisfaction?

X		
X		
X		
X		
X		

Any other comments?

Please use this space to address any other comments you wish to make, including but not limited to

- a) any issues as specifically required by any relevant professional body
b) an overview of your term of office (when concluded).

--

Thank you for completing this report and for undertaking External Examiner duties at Edinburgh Napier University.

Please email the completed report to externalexaminers@napier.ac.uk

EDINBURGH NAPIER UNIVERSITY

EXTERNAL EXAMINER ANNUAL REPORT 2013/14

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You are reminded that you must not name individual students or staff members in your report, and you should be aware that an anonymised version of this report will be published on the University's Academic Quality website.

The deadlines for submission of reports for session 2013/14 are

- 07 July 2014 for duties relating to undergraduate provision
- 27 October 2014 for duties relating to taught masters provision

If you have any questions or problems completing this form please contact externalexaminers@napier.ac.uk

Section A: Personal Details

(This section will be removed before the report is published on our website)

Duties

Is this report for:	mark as appropriate
Programmes and Modules	
Modules only	YES

Please insert module titles and numbers to which this report refers
(This information was sent to you on your appointment, if you require this information to be re-sent,
please request this at externalexaminers@napier.ac.uk):

Research Methods

Research Project

Please insert the programme title(s) to which this report refers (if appropriate):

MSc Managerial Leadership / MSc Business Management

Section B:

In accordance with Edinburgh Napier University regulations A9.4a-d, please confirm the following:

	Yes	No
Academic Issues Is the academic standard of each module or programme of study being considered set and maintained at the appropriate level?	YES	
Student Performance Are the standards of student performance properly judged against the level set?	YES	
Assessment Is the assessment process appropriate, rigorous, equitable and conducted in accordance with University guidance?	YES	
Comparable Standards Is the standard and level of student achievement comparable with those in other higher education institutions?	YES	

Section C:

<p>1) Comparability Please comment on the comparability of standards of student work between modules within a course (if appropriate) and those in other higher education institutions you may be familiar with.</p>
<p><i>The standard of work is entirely compatible with that in other HEIs running programmes in SEA</i></p>
<p>2) Commentary on Academic issues Is the academic standard of each module or programme of study being considered set and maintained at the appropriate level, meeting the threshold academic standards, and where applicable, the subject benchmark statements and SCQF level descriptors</p>
<p><i>The academic standard on the two modules reviewed are set and maintained at an appropriate level and meet the threshold academic standards</i></p>
<p>3) Student Performance Please comment on the strengths and weaknesses of the student performance with respect to module and/or programme content</p>
<p><i>Students are performing at a good level: Strengths: the students are clearly being enabled to understand the principles of research methodologies and are demonstrating mastery of the techniques and methods of management research. A particular strength is evident in the students' excellent use of quantitative approach to data gathering and the use of statistical techniques for data analysis and presentation There are no weaknesses of note.</i></p>
<p>4) Learning and Teaching Please comment on the effectiveness of the Learning and Teaching methods employed on the modules and/or programmes</p>
<p><i>The modules that have been examined are being taught in a highly effective manner. In particular, students are enabled to learn a rigorous and systematic approach to management research methods particularly from a quantitative perspective and show a good level of understanding of techniques of statistical analysis.</i></p>
<p>5) Assessment Please comment on the fairness and the rigour of the assessment and feedback process employed on the modules and/or programmes</p>

The assessment process is fair and rigorous. The assessments cover all the module learning objectives and provide the requisite level of challenge and stretch for these Masters degrees. The standard of marking is consistent across papers and between tutors and aligns with marking standards at other universities in the UK with which I am familiar. The quality of feedback provided to students is good with feedback sheets providing a component by component breakdown of the mark. Tutors' narrative feedback is good, particularly so with regard to pass standard students where there is scope for improvement on subsequent papers.

Second marking is clearly occurring although it would be useful to have this more systematically documented and if the second marker could refer to the first marker's grade and comments to evidence the quality of dialogue one would expect between markers

6) Good practice

Please comment on any areas of good practice that you wish to highlight

The first assessment on the Research Methods module is very effective in developing students' literature reviewing skills. The assessment requires a structured and systematic evaluation of a specific research article which thereby develops the skills of critical literature reviewing as a precursor to researching and writing the literature review section of the Dissertation itself.

7) Recommendations

Please specify any recommendations that you wish to make.

My only recommendation to the team teaching the Research Methods and Dissertation modules is to maintain the current standards of teaching and assessment.

Section D:

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Yes	No	NA
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Programme and Module materials: have you received or been given access to:

a. Programme Handbook(s)

YES		
-----	--	--

b. Academic Regulations

YES		
-----	--	--

c. Module Descriptors

YES		
YES		

d. Assessment briefs/marketing criteria

Draft Examination Papers

a. Did you receive all the draft papers (answer 'NA' if you did not because it was at your request)

		NA
YES		
YES		

b. Was the nature and level of the questions appropriate?

c. Were suitable arrangements made to consider your comments?

Marking Coursework/ Examination Scripts

a. Did you receive as a minimum a square root sample of completed scripts or coursework? (as specified in regulation A9.4)

YES		
YES		
YES		

b. Was the general standard and consistency of marking appropriate?

c. Were the scripts and coursework marked in such a way as to enable you to see the reasons for the award of given marks?

Dissertations/Project reports

a. Was the method and standard of assessment appropriate?

YES		
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Board of Examiners meeting

a. Were you able to attend the meeting?

b. If you were unable to attend the meeting were you offered the opportunity to provide views on student performance, progression and awards?

c. Was the meeting conducted to your satisfaction?

d. Were you satisfied with the recommendations of the Board of Examiners?

YES		
		NA
YES		
YES		

- e. Were issues raised in previous report(s) addressed to your satisfaction?

YES		
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Any other comments?

Please use this space to address any other comments you wish to make, including but not limited to

- a) any issues as specifically required by any relevant professional body
- b) an overview of your term of office (when concluded).

As ever, this board with prepared meticulously by the Programme Administrator and Programme Leader and highly effectively chaired such that a large number of students' results were considered with rigour and fairness in a highly efficient manner.

That the boards are run effectively and efficiently is also attributable to the good working relationships that have been cultivated between Edinburgh and HK based staff.

Student papers were made available to me for review in the time before the board as agreed with the Programme Leader and Programme Administrator and these arrangements are entirely satisfactory.

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EDINBURGH NAPIER UNIVERSITY

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Duties

Is this report for:	mark as appropriate
Programmes and Modules	
Modules only	X

Please insert module titles and numbers to which this report refers

(This information was sent to you on your appointment, if you require this information to be re-sent, please request this at externalexaminers@napier.ac.uk):

SOE11903	Leading Strategic Change (Hong Kong)
SOE11904	Corporate Strategy (Hong Kong)
SOE11105	Contemporary Issues in Strategic Management (FT and FL)
SOE11305	Contemporary Issues in Strategic Management (Mobitel)
SOE11405	Contemporary Issues in Strategic Management (Global)
SOE11124	Global Logistics & Supply Chain Management

SOE11126	Skills for Managers
SOE11326	Skills for Managers (Sri Lanka)
SOE11420	Skills for Managers (Global On-Line)
SOE11127	Professional Selling and Sales Strategies
SOE11433	Professional Selling and Sales Strategies (Online)
SOE11139	International Sales Management (FT)
SOE11439	International Sales Management (Global)
SOE11539	International Sales Management (Store)
SOE11939	International Sales Management (HK)
SOE11130	Dissertation
SOE11430	Dissertation
SOE11730	Dissertation (Singapore)
SOE11930	Dissertation (Hong Kong)

Please insert the programme title(s) to which this report refers (if appropriate):

SOE11903	Leading Strategic Change (Hong Kong)
SOE11904	Corporate Strategy (Hong Kong)
SOE11105	Contemporary Issues in Strategic Management (FT and FL)
SOE11405	Contemporary Issues in Strategic Management (Global)
SOE11126	Skills for Managers
SOE11420	Skills for Managers (Global On-Line)
SOE11127	Professional Selling and Sales Strategies
SOE11433	Professional Selling and Sales Strategies (Online)
SOE11139	International Sales Management (FT)
SOE11439	International Sales Management (Global)
SOE11939	International Sales Management (HK)
SOE11130	Dissertation
SOE11430	Dissertation

SOE11730	Dissertation (Singapore)
SOE11930	Dissertation (Hong Kong)

Section B:

In accordance with Edinburgh Napier University regulations A9.4a-d, please confirm the following:

	Yes	No
Academic Issues Is the academic standard of each module or programme of study being considered set and maintained at the appropriate level?	X	
Student Performance Are the standards of student performance properly judged against the level set?	X	
Assessment Is the assessment process appropriate, rigorous, equitable and conducted in accordance with University guidance?	X	
Comparable Standards Is the standard and level of student achievement comparable with those in other higher education institutions?	X	

Section C:

<p>1) Comparability</p> <p>Please comment on the comparability of standards of student work between modules within a course (if appropriate) and those in other higher education institutions you may be familiar with.</p>
<p>The work I reviewed was appropriate in terms of the work set and the quality of marking. This was also in line with similar modules that I have reviewed previously.</p>
<p>2) Commentary on Academic issues</p> <p>Is the academic standard of each module or programme of study being considered set and maintained at the appropriate level, meeting the threshold academic standards, and where applicable, the subject benchmark statements and SCQF level descriptors</p>
<p>I have great pleasure in reviewing the scripts this year. My only two areas of concern are that a) not all scripts are annotated so it is difficult to identify the marketing thinking and there is no evidence that the scripts have been read. B) Regarding the dissertations, some of the grades had been changed during second marketing, but there did not appear to be any process to maintain consistency across the cohort (only some scripts appeared to be changed).</p> <p>I am a little concerned about the length (long) of some of the assignments and believe that this something that should be reviewed.</p>
<p>3) Student Performance</p> <p>Please comment on the strengths and weaknesses of the student performance with respect to module and/or programme content</p>
<p>I have been impressed by the quality of the work I have seen from the students and believe that their work would stand up well in comparison to that of other universities.</p>
<p>4) Learning and Teaching</p> <p>Please comment on the effectiveness of the Learning and Teaching methods employed on the modules and/or programmes</p>
<p>I am concerned about the extended length of some of the assignments. This may be unnecessarily burdensome to the students and may disadvantage some students.</p> <p>I would also suggest that staff should be encourage to use all of the grade bands available and not limit themselves. The currently system of using of Ps and Ds may be contributing to</p>

this limitation.

5) Assessment

Please comment on the fairness and the rigour of the assessment and feedback process employed on the modules and/or programmes

I do not have any issues regarding fairness. May only concern was that some grades changed during moderation, but there was no evidence that the rest of the scripts were reviewed.

6) Good practice

Please comment on any areas of good practice that you wish to highlight

The use of case studies was very positive and provided a good grounding for the students to base their work on.

7) Recommendations

Please specify any recommendations that you wish to make.

See above

Section D:

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Yes	No	NA
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Programme and Module materials: have you received or been given access to:

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- b. Academic Regulations
- c. Module Descriptors
- d. Assessment briefs/marketing criteria

X		
X		
X		
X		

Draft Examination Papers

- a. Did you receive all the draft papers (answer 'NA' if you did not because it was at your request)
- b. Was the nature and level of the questions appropriate?
- c. Were suitable arrangements made to consider your comments?

X		
X		
X		

Marking Coursework/ Examination Scripts

- a. Did you receive as a minimum a square root sample of completed scripts or coursework? (as specified in regulation A9.4)
- b. Was the general standard and consistency of marking appropriate?
- c. Were the scripts and coursework marked in such a way as to enable you to see the reasons for the award of given marks?

X		
X		
X		

Dissertations/Project reports

- a. Was the method and standard of assessment appropriate?

X		
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Board of Examiners meeting

- a. Were you able to attend the meeting?
- b. If you were unable to attend the meeting were you offered the opportunity to provide views on student performance, progression and awards?
- c. Was the meeting conducted to your satisfaction?
- d. Were you satisfied with the recommendations of the Board of Examiners?
- e. Were issues raised in previous report(s) addressed to your satisfaction?

X		
		X
X		
X		
		X

Any other comments?

Please use this space to address any other comments you wish to make, including but not limited to

- a) any issues as specifically required by any relevant professional body
- b) an overview of your term of office (when concluded).

Thank you for completing this report and for undertaking External Examiner duties at
Edinburgh Napier University.

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EDINBURGH NAPIER UNIVERSITY

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Duties

Is this report for:	mark as appropriate
Programmes and Modules	
Modules only	x

Please insert module titles and numbers to which this report refers

(This information was sent to you on your appointment, if you require this information to be re-sent, please request this at externalexaminers@napier.ac.uk):

ENT11101 New Venture Planning

ENT11101 New Venture Planning (flexible)

ENT11401 New Venture Planning (Global) **No scripts received**

ENT11407 Managing Innovation

ENT11507 Managing Innovation (online)

ENT11701 New Venture Planning (Singapore) **No scripts received**

ENT11901 New Venture Planning (HongKong) **No scripts received**

ENT11905 Innovation to Sustainability

Please insert the programme title(s) to which this report refers (if appropriate):

Section B:

In accordance with Edinburgh Napier University regulations A9.4a-d, please confirm the following:

	Yes	No
Academic Issues Is the academic standard of each module or programme of study being considered set and maintained at the appropriate level?	x	
Student Performance Are the standards of student performance properly judged against the level set?	x	
Assessment Is the assessment process appropriate, rigorous, equitable and conducted in accordance with University guidance?	x	
Comparable Standards Is the standard and level of student achievement comparable with those in other higher education institutions?	x	

Section C:

<p>1) Comparability</p> <p>Please comment on the comparability of standards of student work between modules within a course (if appropriate) and those in other higher education institutions you may be familiar with.</p>
<p>Across the modules that I have seen student work for, I am happy that the standards are comparable to other HEIs.</p>
<p>2) Commentary on Academic issues</p> <p>Is the academic standard of each module or programme of study being considered set and maintained at the appropriate level, meeting the threshold academic standards, and where applicable, the subject benchmark statements and SCQF level descriptors</p>
<p>All modules set and maintained an appropriate level and included all elements that would be expected. Specific module comments:</p> <p>ENT11101 – Some module paperwork missing so haven't commented on the relationship between learning outcomes and the assessment.</p>
<p>3) Student Performance</p> <p>Please comment on the strengths and weaknesses of the student performance with respect to module and/or programme content</p>
<p>All modules were judged fairly for the level and generally a good level of comparability between markers. In some cases some very good examples provided. Agreed with the lower end of marks as well. Specific module comments:</p> <p>ENT11101 – standard of work from the 'good' students was commendable</p>

4) Learning and Teaching

Please comment on the effectiveness of the Learning and Teaching methods employed on the modules and/or programmes

From the evidence presented, the learning and teaching methods appeared to be appropriately focused on the development of student skills alongside their understanding/engagement with the theory. In some cases, there were some particular areas of success; ENT11101 - students have a chance to present on several occasions throughout the module. This seems to have benefitted their final presentation greatly with students scoring into the 90s.

5) Assessment

Please comment on the fairness and the rigour of the assessment and feedback process employed on the modules and/or programmes

The assessments across all the modules were appropriate and fair for the content of the course. Specific module comments:

ENT11407/507 - The requirement to choose organizations in different countries brings an interesting and innovative dimension to the assessment. Referencing appears to be a consistent issue across the work (as noted in the feedback), even those with good overall presentation scores. This was noted at the exam board and the module leader has reported discussions to improve this aspect.

ENT11905 – Small discrepancy in the guidance notes (20%:80% split of 'total module marks' noted under the 'marking schedule' information for each assessment, whilst 30%:70% split of marks awarded). Needs to be clarified in student information for next year. Student work not submitted with the documents so unable to comment on the appropriateness of the marks.

6) Good practice

Please comment on any areas of good practice that you wish to highlight

ENT11905 – feedback given to the students is very good, providing description of areas covered well but also highlighting areas for improvement.

7) Recommendations
Please specify any recommendations that you wish to make.
In addition to the suggested actions listed previously, it would be useful if more help and information could be made available to the external examiners prior to the exam boards (e.g. access to the virtual learning platform, copies of previous external examiner reports). This was discussed at length at the UG exam board and I am happy that the support will be in place for future years.

Section D:

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Yes	No	NA
-----	----	----

Programme and Module materials: have you received or been given access to:

- Programme Handbook(s)
- Academic Regulations
- Module Descriptors
- Assessment briefs/marketing criteria

		X
X		
X		
X		

Draft Examination Papers

- Did you receive all the draft papers (answer 'NA' if you did not because it was at your request)
- Was the nature and level of the questions appropriate?
- Were suitable arrangements made to consider your comments?

		X
		X
		X

Marking Coursework/ Examination Scripts

- Did you receive as a minimum a square root sample of completed scripts or coursework? (as specified in regulation A9.4)

X	
---	--

- b. Was the general standard and consistency of marking appropriate?
- c. Were the scripts and coursework marked in such a way as to enable you to see the reasons for the award of given marks?

X		
X		

Dissertations/Project reports

- a. Was the method and standard of assessment appropriate?

X		
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Board of Examiners meeting

- a. Were you able to attend the meeting?
- b. If you were unable to attend the meeting were you offered the opportunity to provide views on student performance, progression and awards?
- c. Was the meeting conducted to your satisfaction?
- d. Were you satisfied with the recommendations of the Board of Examiners?
- e. Were issues raised in previous report(s) addressed to your satisfaction?

	X	
X		
		X
		X
X		

Any other comments?

Please use this space to address any other comments you wish to make, including but not limited to

- any issues as specifically required by any relevant professional body
- an overview of your term of office (when concluded).

ENT11905 – work arrived after the PG exam board so was not included in board discussions but this report includes relevant feedback for this module.

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Duties

Is this report for:	mark as appropriate
Programmes and Modules	X
Modules only	

Please insert module titles and numbers to which this report refers

(This information was sent to you on your appointment, if you require this information to be re-sent, please request this at externalexaminers@napier.ac.uk):

SOE 11671 Management in Context
SOE 11672 Management in Practice
SOE 11670 Management Practice Report
SOP 11699 Management Practice
SOP 11690 Management Practice Report

Please insert the programme title(s) to which this report refers (if appropriate):

30020 MD PG Dip The Practice of Management (Edinburgh Institute)

30007MM MSc Management

Section B:

In accordance with Edinburgh Napier University regulations A9.4a-d, please confirm the following:

	Yes	No
Academic Issues Is the academic standard of each module or programme of study being considered set and maintained at the appropriate level?	X	
Student Performance Are the standards of student performance properly judged against the level set?	X	
Assessment Is the assessment process appropriate, rigorous, equitable and conducted in accordance with University guidance?	X	
Comparable Standards Is the standard and level of student achievement comparable with those in other higher education institutions?	X	

Section C:

1) Comparability

Please comment on the comparability of standards of student work between modules within a course (if appropriate) and those in other higher education institutions you may be familiar with.

There was a reasonable variety of achievement which is certainly compatible with that of professional development programmes in other Higher Education Institutions I am familiar with. It was very gratifying to see that most students achieve a pass mark this year.

2) Commentary on Academic issues

Is the academic standard of each module or programme of study being considered set and maintained at the appropriate level, meeting the threshold academic standards, and where applicable, the [subject benchmark statements](#) and [SCQF level](#) descriptors

Yes, I am convinced that this is the case

3) Student Performance

Please comment on the strengths and weaknesses of the student performance with respect to module and/or programme content

This year student performance was overall quite strong and in some cases excellent. Most students are able to show and justify why they have chosen a specific approach and demonstrate how, with concrete examples, their project work has made an impact in the work place, Illustrations and reference to literature are apparent throughout and work is well structured and referenced.

Some work although still at pass level does not quite manage to achieve all the above, and there are some issues concerning structure and clarity and ability to draw adequately from

the literature, to provide examples from their own practice and to link the two together. There are still some referencing and grammatical errors are apparent however this area is much improved on last year.

4) Learning and Teaching

Please comment on the effectiveness of the Learning and Teaching methods employed on the modules and/or programmes

The learning and teaching methods employed on this module have proven very effective this year as there was an impressive number of passes. It is clear that students are being well supported by the learning tutors who play an important role in helping the students to engage with the project helping them with the specific task of the assignment and more generally in terms of return to study issues such as getting to grips with referencing.

5) Assessment

Please comment on the fairness and the rigour of the assessment and feedback process employed on the modules and/or programmes

The assessment process which I have assessed has been extremely fair and rigorous. The feedback process is encouraging and supportive.

6) Good practice

Please comment on any areas of good practice that you wish to highlight

As I have said before I think the general support and written feedback for students on this programme is very supportive and the programme design meets the specific needs and contexts of continuing professional development students very well.

7) Recommendations Please specify any recommendations that you wish to make.
I have no specific recommendations but would like to say that I'm glad to see that this programme is developing well and has been very successful in obtaining good passes this year.

Section D:

This checklist is included to take into account the recommendation from the review of external examining arrangements in universities in the UK undertaken by Guild HE and Universities UK. We welcome any comments you have about this section.

Yes	No	NA
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Programme and Module materials: have you received or been given access to:

- a. Programme Handbook(s)
- b. Academic Regulations
- c. Module Descriptors
- d. Assessment briefs/marketing criteria

X		
X		
X		
x		

Draft Examination Papers

- a. Did you receive all the draft papers (answer 'NA' if you did not because it was at your request)
- b. Was the nature and level of the questions appropriate?
- c. Were suitable arrangements made to consider your comments?

		NA
		NA
		NA

Marking Coursework/ Examination Scripts

- a. Did you receive as a minimum a square root sample of

X	
---	--

completed scripts or coursework? (as specified in regulation A9.4)

- b. Was the general standard and consistency of marking appropriate?
- c. Were the scripts and coursework marked in such a way as to enable you to see the reasons for the award of given marks?

X		
X		

Dissertations/Project reports

- a. Was the method and standard of assessment appropriate?

X		
---	--	--

Board of Examiners meeting

- a. Were you able to attend the meeting?
- b. If you were unable to attend the meeting were you offered the opportunity to provide views on student performance, progression and awards?
- c. Was the meeting conducted to your satisfaction?
- d. Were you satisfied with the recommendations of the Board of Examiners?
- e. Were issues raised in previous report(s) addressed to your satisfaction?

	X	
X		
		NA
		NA
X		

Any other comments?

Please use this space to address any other comments you wish to make, including but not limited to

- a) any issues as specifically required by any relevant professional body
- b) an overview of your term of office (when concluded).

I'm very pleased with the students' achievements this year and think this is developing into a very good programme which really helps the students to gain confidence and to made a real difference within their work places.

Thank you for completing this report and for undertaking External Examiner duties at Edinburgh Napier University.

Please email the completed report to externalexaminers@napier.ac.uk

EDINBURGH NAPIER UNIVERSITY

EXTERNAL EXAMINER ANNUAL REPORT 2013/14

All External Examiners are requested to fill in a report upon completion of their duties associated with **first diet assessments** each session. Please note that all sections of the report must be completed for payment to be authorised.

Your report will be given primary consideration at subject level and will inform annual monitoring. The University Quality Assurance, Monitoring and Review Committee will also receive a summary report of general themes from the reports submitted in each academic year.

You are reminded that you must not name individual students or staff members in your report, and you should be aware that an anonymised version of this report will be published on the University's Academic Quality website.

The deadlines for submission of reports for session 2013/14 are:

- 07 July 2014 for duties relating to undergraduate provision
- 27 October 2014 for duties relating to taught masters provision

If you have any questions or problems completing this form please contact externalexaminers@napier.ac.uk

Section A: Personal Details

(This section will be removed before the report is published on our website)

Duties

Is this report for:	mark as appropriate
Programmes and Modules	Yes
Modules only	

Please insert module titles and numbers to which this report refers

(This information was sent to you on your appointment, if you require this information to be re-sent, please request this at externalexaminers@napier.ac.uk):

Please insert the programme title(s) to which this report refers (if appropriate):

32501BH	LLB full time
32502BD	LLB part-time
32503BD	LLB graduate entry
32504BH	LLB Law with accounting
32505BH	LLB Law with business management
32506BH	LLB law with entrepreneurship

Section B:

In accordance with Edinburgh Napier University regulations A9.4a-d, please confirm the following:

	Yes	No
Academic Issues Is the academic standard of each module or programme of study being considered set and maintained at the appropriate level?	X	
Student Performance Are the standards of student performance properly judged against the level set?	X	
Assessment Is the assessment process appropriate, rigorous, equitable and conducted in accordance with University guidance?	X	
Comparable Standards Is the standard and level of student achievement comparable with those in other higher education institutions?	X	

Section C:

1) Comparability

Please comment on the comparability of standards of student work between modules within a course (if appropriate) and those in other higher education institutions you may be familiar with.

Clearly comparable. Napier's law staff do very well at taking students from non-traditional backgrounds and supporting them through their progression, and in reaching standards comparable to those of other Scottish and wider UK law schools.

2) Commentary on Academic issues

Is the academic standard of each module or programme of study being considered set and maintained at the appropriate level, meeting the threshold academic standards, and where applicable, the [subject benchmark statements](#) and [SCQF level](#) descriptors

Yes, it clearly is.

3) Student Performance

Please comment on the strengths and weaknesses of the student performance with respect to module and/or programme content

That's an impossible question to answer. Content is clearly laid out, students are assessed on the basis of it and most of them pass.

4) Learning and Teaching

Please comment on the effectiveness of the Learning and Teaching methods employed on the modules and/or programmes

The fact that most students pass tells me that the methods employed are effective.

5) Assessment

Please comment on the fairness and the rigour of the assessment and feedback process employed on the modules and/or programmes

Very good indeed. Assessment is rigorous, varied, interesting and challenging and feedback is both fulsome and timely.

6) Good practice

Please comment on any areas of good practice that you wish to highlight

The variety of assessment strategies used and the willingness to try things which are a bit different is an absolute credit. Old University law schools in Scotland could learn much from Napier staff's willingness to think out of the box.

7) Recommendations

Please specify any recommendations that you wish to make.

Just keep doing what you're doing, and keep being innovative.

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Section D:

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Yes	No	NA
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X		
x		

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- c. Were the scripts and coursework marked in such a way as to enable you to see the reasons for the award of given marks?

X		
X		
X		

Dissertations/Project reports

- a. Was the method and standard of assessment appropriate?

X		
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- c. Was the meeting conducted to your satisfaction?
- d. Were you satisfied with the recommendations of the Board of Examiners?
- e. Were issues raised in previous report(s) addressed to your satisfaction?

X		
X		
X		
X		

Any other comments?

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