

The University of Leeds
EXTERNAL EXAMINER'S REPORT
ACADEMIC YEAR: 2010– 2011

PART A: GENERAL INFORMATION*Subject area and awards being examined:*

School of: LUBS	Subject(s):
Programme(s) / Module(s):	awards: (e.g. BA/BSc/MSc etc.)
	BA Accounting and Finance

The completed report should be attached to an e-mail and sent as soon as possible, and no later than 6 weeks after the relevant meeting of the Board of Examiners, to exexadmin@leeds.ac.uk.

Alternatively you can post your report to:

**Head of Academic Quality and Standards,
Academic Quality and Standards Team,
Room 12:81, EC Stoner Building,
The University of Leeds, Leeds LS2 9JT**

PART B: COMMENTS FOR THE INSTITUTION ON THE EXAMINATION PROCESS AND STANDARDS***Matters for Urgent Attention***

If there are any areas which you think require urgent attention before the programme is offered again please note them in this box.

None

Only applicable in first year of appointment

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

n/a

For Examiners completing their term of appointment

Please comment on your experience of the programme(s) over the period of your appointment, remarking in particular on changes from year to year and the progressive development and enhancement of the learning and teaching provision, on standards achieved, on marking and assessment and the procedures of the School.

n/a

Standards

1. Please indicate the extent to which the programme aims and intended learning outcomes (ILOs) were commensurate with the level of the award?

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

The aims and ILOs for the programmes were suitable and coherent with the level of the award.

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

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

The programmes offered by LUBS are consistent with those offered at other similar institutions and against the national benchmark.

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

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

The assessment methods were generally appropriately designed, in line with the expectations for an undergraduate programme. There was a good range in student performance. The quality of assessment and marking were good and in some cases the feedback given to students was commendable.

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

- *The academic standards demonstrated by the students and, where possible, their performance in relation to students on comparable courses;*
- *The strengths and weaknesses of the students as a cohort.*

Yes, in the courses examined students were given adequate opportunity to demonstrate their achievements of the aims and ILOs.

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

n/a

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

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

Since last year, there has been no significant change in the nature and effectiveness of enhancements of the programmes. It should be noted, however, that there were no specific issues to be addressed.

7. The influence of research on the curriculum and learning and teaching

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

The Examination Process

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

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

Yes.

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

- *The coherence of the policies and procedures relating to external examiners and whether they match the explicit roles they are asked to perform.*

Yes.

10. **Was sufficient assessed/examination work made available to enable you to have confidence in your evaluation of the standard of student work?**

Yes.

11. **Were the administrative arrangements satisfactory for the whole process, including the operation of the Board of Examiners?**

Yes. I would like to mention in particular <<<>>>, who is always efficient and responsive to my requests. The Board was well organised and was run effectively.

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

Yes.

For Examiners involved in Mentoring Arrangements

If you have acted as a mentor to a new external examiner or have received mentor support please comment here on the arrangements.

Other Comments

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

Overall, the accounting and finance programmes at LUBS are in my view of high standard and in most cases students performed well. Academic staff should be commended on the level and quality of teaching they provide to students.

Leeds University Business School

Maurice Keyworth Building
University of Leeds
Leeds LS2 9JT



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November 2011

Dear

**External Examiners Report 2010-11
BSc Accounting and Finance, BSc Accounting and Management**

Thank you for your report as external examiner for the academic year 2010/11 in respect of the above programmes.

On behalf of the Accounting and Finance Division may I thank you for your positive comments. We especially note your comments about the quality of the teaching and assessment on the programmes and are very pleased that you regard some of the feedback as 'commendable'. I have also passed on your comments about the quality of the administrative arrangements to

As you know, we are currently in process of reviewing the BSc Accounting and Finance programme in preparation for 2012 and our UG Programme Director for Accounting and Finance, will be in touch shortly so that you are at least aware of the changes we are making. Obviously any comments or suggestions for improvements you may have would also be very welcome.

Yours sincerely



Professor Peter Moizer
Dean, Leeds University Business School

The University of Leeds
EXTERNAL EXAMINER'S REPORT
ACADEMIC YEAR: 2010– 2011

PART A: GENERAL INFORMATION*Subject area and awards being examined:*

School of: Business School	Subject(s): Accounting and Finance
Programme(s) / Module(s):	awards: (e.g. BA/BSc/MSc etc.) BA
LUBS2245; LUBS3110; LUBS311009; LUBS1245; LUBS2200; LUBS2055; LUBS2250; LUBS3865; LUBS3150; LUBS3620; LUBS2220	

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PART B: COMMENTS FOR THE INSTITUTION ON THE EXAMINATION PROCESS AND STANDARDS***Matters for Urgent Attention***

If there are any areas which you think require urgent attention before the programme is offered again please note them in this box.

None

Only applicable in first year of appointment

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

For Examiners completing their term of appointment

Please comment on your experience of the programme(s) over the period of your appointment, remarking in particular on changes from year to year and the progressive development and enhancement of the learning and teaching provision, on standards achieved, on marking and assessment and the procedures of the School.

There are some good internal systems at Leeds and these have been maintained and developed further over the course of my external examination. The Department of Accounting and Finance offers a good range of programmes and the quality of the students' work is good and comparable with similar universities.

Standards

- 1. Please indicate the extent to which the programme aims and intended learning outcomes (ILOs) were commensurate with the level of the award?**
 - The appropriateness of the intended learning outcomes for the programme(s)/modules and of the structure and content of the programme(s);*
 - The extent to which standards are appropriate for the award or award element under consideration.*

I am happy that the level of awards reflect the programme aims and outcomes.

- 2. Did the aims and ILOs meet the expectations of the national subject benchmark (where relevant)?**
 - The comparability of the programme(s) with similar programme(s) at other institutions and against national benchmarks and the Framework for Higher Education Qualifications.*

The Accounting and Finance provision at Leeds is of a high standard and comparable with other good quality programmes I am aware of.

- 3. Please comment on the assessment methods and the appropriateness of these to the ILOs?**
 - The design and structure of the assessment methods, and the arrangements for the marking of modules and the classification of awards;*
 - The quality of teaching, learning and assessment methods that may be indicated by student performance.*

There were a good range of assessment methods which allowed good students to achieve high quality work.

- 4. Were students given adequate opportunity to demonstrate their achievement of the aims and ILOs?**
 - The academic standards demonstrated by the students and, where possible, their performance in relation to students on comparable courses;*
 - The strengths and weaknesses of the students as a cohort.*

The work from the students on the course was a good mixture with a full range of marks awarded. This is to be expected but importantly allowed for good students to be rewarded for their efforts.

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

N/A

- 6. The nature and effectiveness of enhancements to the programme(s) and modules since the previous year**
It would be particularly helpful if you could also identify areas of good practice which are worthy of wider dissemination.

Staff continue to take internal moderation seriously and work hard to ensure feedback is clear and comprehensive.

- 7. The influence of research on the curriculum and learning and teaching**
This may include examples of curriculum design informed by current research in the subject; practice informed by research; students undertaking research.

There is some use of academic research papers in the assessments on various courses.

The Examination Process

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

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

Yes

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

- *The coherence of the policies and procedures relating to external examiners and whether they match the explicit roles they are asked to perform.*

Yes

10. **Was sufficient assessed/examination work made available to enable you to have confidence in your evaluation of the standard of student work?**

Yes

11. **Were the administrative arrangements satisfactory for the whole process, including the operation of the Board of Examiners?**

Did not attend the Board of Examiners in 2011 but was kept informed and this worked very well in 2010.

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

Did not have any evidence of this in 2011 but during 2010 there was clear consideration of this and have no doubt similar procedures were undertaken in 2011.

For Examiners involved in Mentoring Arrangements

If you have acted as a mentor to a new external examiner or have received mentor support please comment here on the arrangements.

Other Comments

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On behalf of the Accounting and Finance Division may I thank you for your positive comments. We especially note your comments about the quality of the teaching and assessment on the programmes and are very pleased that you recognise our work in trying to ensure feedback is 'clear and comprehensive'.

As this is your last year with us as external examiner please accept my thanks for being such a valuable "critical friend" of our degree programmes over the last few years. I know that you work with several of my colleagues on research projects so I know you will stay in contact with the Accounting and Finance division here at Leeds.

Yours sincerely

Dean, Leeds University Business School