

The University of Leeds

EXTERNAL EXAMINER'S REPORT

ACADEMIC YEAR: 2011– 2012

Part A: General Information

Subject area and awards being examined

Faculty / School of:	Leeds University Business School
Subject(s):	Accounting and Finance
Programme(s) / Module(s):	LUBS1030, LUBS1910, LUBS1915, LUBS1925, LUBS2055, LUBS2200, LUBS2235, LUBS3110, LUBS3130, LUBS 3140, LUBS3150, LUBS3160, LUBS3620, LUBS3685, LUBS3695
Awards (e.g. BA/BSc/MSc etc):	BA

Completed report

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

Alternatively you can post your report to: **Head of 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

My overall experience has been very positive during my period of appointment. The Acc and finance programmes offered at LUBS are comparable with those offered at other similar universities that I am aware of. The academic team ensures fair and consistent marking with examples of very good work at the top. Feedback is to a high standard and even includes detailed separate feedback for students who fail their examinations. Module handbooks are very informative and carefully prepared. As an external examiner, I really appreciate the stats that I receive for each module detailing the distribution of marks for both the current and previous academic year. It is in my view an example of good practice that LUBS provides that helps significantly with the monitoring of student performance over time.

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 Intended Learning Outcomes for the programme and modules are coherent. The structure and content of the programme are good.

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 programme offered at LUBS is comparable with programmes offered by other similar institutions that 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.*

The assessment methods used are generally well designed and accurately structured. Concerning the quality of teaching, learning and assessment methods, my overall impression is positive as indicated by student performance.

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.*

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

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

Since last year the nature and effectiveness of enhancements to the programme and modules has not been subject to significant changes. Academic staff continues to ensure that moderation of scripts is done appropriately and that students receive adequate feedback on their work. In terms of content of the programme, I was made aware of a thorough review of the programme that will be effective from September 2012.

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

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

As part of their assessment students are often required to submit individual essays where they are expected to carefully research and critically discuss the current state of the literature using academic papers.

For Examiners involved in mentoring arrangements

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

n/a

The Examination/Assessment Process

9. 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.

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

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

Yes.

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

Yes. I have in several cases returned some comments and suggestions that were communicated to the lecturers concerned. I usually receive prompt responses from the lecturers.

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

Yes. It would be useful to see more evidence of marking in the papers (ticks, comments etc.). This also applies to second markers.

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

n/a

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

The administrative arrangements were good. I was able to attend the meeting and was satisfied with the Board recommendations. I take the opportunity to thank the administrative team (and in particular <<>> and <<>>) for promptly dealing with my queries.

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

Yes. In relation to extenuating circumstances all cases were duly considered and appropriate procedures were in place.

Other comments

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

Leeds University Business School

Maurice Keyworth Building
University of Leeds
Leeds LS2 9JT



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13th August 2012

Reference: External Examination Report 2011-12

Dear

Thank you for your report as external examiner for the academic year 2011-12 in respect of the Accounting and Finance programmes.

I am delighted that you have had a positive experience as an external examiner in the School and I am pleased to note that the programmes are comparable with those offered at similar institutions with feedback delivered to a high standard and carefully prepared and informative module handbooks. It is a pleasure to hear that you view the work in the Division to be an example of good practice.

With regards to your request to see more evidence of second marking, the School will ensure that both first and second markers follow the guidance in the Code of Practice on Assessment with relation to marking and annotating scripts. We will also ensure that the second marking and moderation procedures are clearer to our external examiners, next year.

We are considering the ways to improve the experience of being an external examiner in the School and we are considering inviting our externals to the School on the day before the Examination Board to allow you dedicated time to consult the scripts and marks. We would of course cover your expenses and accommodation costs for this and would appreciate your comments on whether you feel this would be a sensible proposal. We hope that it will help to alleviate some of the issues with the tight turn around experienced this year.

On behalf of the Division may I again thank you for your suggestions and for you positive comments on our modules, our programmes, and our examining. We greatly appreciate the assistance you have given to us, and I look forward to meeting you once more at this year's examination board.

Yours sincerely,

Dean, Leeds University Business School

The University of Leeds

EXTERNAL EXAMINER'S REPORT

ACADEMIC YEAR: 2011– 2012

Part A: General Information

Subject area and awards being examined

Faculty / School of:	Leeds University Business School
Subject(s):	<i>BSc Accounting & Finance</i>
Programme(s) / Module(s):	UG: LUBS 0040 ; 1045 ; 1235 ; 1250 ; 1915 ; 2210 ; 2220 ; 2250 ; 3470 ; 3540 ; 3550 ; 3865 ; 3880
Awards (e.g. BA/BSc/MSc etc):	BSc

Completed report

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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?

Yes

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 are compatible 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 Aims and ILOs are of equal standard to other similar institutions 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.*

The assessment methods are appropriate to the ILOs

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

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

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

This is my first year of appointment

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

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

n/a

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n/a

The Examination/Assessment Process

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

I have received adequate information regarding my role

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

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

Yes

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

Yes

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

Yes

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

n/a

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

Yes

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

Yes

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