

## 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:	Business School
Subject(s):	<i>Accounting &amp; Finance</i>
Programme(s) / Module(s):	Accounting, banking and finance modules on MSc in Banking & Finance
Awards (e.g. BA/BSc/MSc etc):	MSc

##### Completed report

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

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

No.

##### **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*

## 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 courses I reviewed were all at a suitable level for an MSc programme.

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

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

Yes, the courses are comparable with MSc courses at other universities with which I am familiar.

**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.*

Generally good exams, carefully marked, and some thorough model answers. For one or two courses, a few more comments on the scripts would help. On one course the feedback on coursework could be more informative in terms of justifying the mark awarded. It was rather similar both for students with high and low marks.

**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 academic standard of the students was as I would expect.

**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.*

I can't think of any particular enhancements, but I was not expecting any.

**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.*

There is a clear influence of research in the more specialist courses, as would be expected.

## 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**

## 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.

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, more than enough.

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

I only saw one dissertation.

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, the admin works well. I did attend the Exam Board and was satisfied with its recommendations.

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

Yes.

## Other comments

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

No other comments.

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**Friday, March 01, 2013**

Dear <>,

Thank you for your External Examiner's Report for the Academic year 2011-2012 on our Accounting & Finance masters programmes. We are very pleased that you believe our programmes are in good shape, the standards of assessment are appropriate, the student performance is satisfactory and the quality of our research-led teaching meets the intended learning outcomes. We are also glad that you had a positive experience as an external examiner to our programmes.

We note your observation on the prospective for additional feedback in a small number of exam scripts and assignments. Thank you for raising this. This matter will be discussed at a meeting of the Division and action will be taken on the basis of that discussion

At the Leeds University Business School, we continuously strive to improve the quality of our programmes and always aspire to deliver world-class higher education, within an excellent learning environment. Your contribution, your active support and your most encouraging feedback are of the utmost importance and highly appreciated.

Yours Sincerely,

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Dean, Leeds University Business School