

LUBS PG01

The University of Leeds

EXTERNAL EXAMINER'S REPORT

ACADEMIC YEAR: 2010– 2011

PART A: GENERAL INFORMATION

Subject area and awards being examined:

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| School of: Business | Subject(s): Accounting & Finance MSc |
| Programme(s) / Module(s): Various Finance modules (LUBS5001M/5003M/5004M/5011M/5032M/5038M/5041M/5050M/5659M/5766M/5799M) | awards: (e.g. BA/BSc/MSc etc.) |

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); PROGRAMMES HAVE GOOD STRUCTURE & CONTENT. LEARNING OUTCOMES ARE SOUND
- The extent to which standards are appropriate for the award or award element under consideration.

HIGH ACADEMIC STANDARDS IN CURRICULA DESIGN & STUDENT PERFORMANCE ARE BEING ACHIEVED

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

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

PROGRAMMES ARE OF AN EQUIVALENT STANDARD TO THOSE AT OTHER LEADING UNIVERSITY BUSINESS SCHOOLS

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; GOOD ASSESSMENT & MARKING PROCEDURES ARE APPLIED
- The quality of teaching, learning and assessment methods that may be indicated by student performance.

GENERALLY STUDENT PERFORMANCE IS REASONABLE

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

- The academic standards demonstrated by the students and, where possible, their performance in relation to students on comparable courses; STANDARDS OF STUDENT PERFORMANCE ARE COMPARABLE TO OTHER
- The strengths and weaknesses of the students as a cohort. SOME GOOD ANALYTICAL ANSWERS; UNNECESSARY

SOME EVIDENCE OF ENGLISH LANGUAGE DIFFICULTY

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.

VERY GOOD EXAM FEEDBACK ON OVERALL STUDENT PERFORMANCE ON MODULES

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.

CLEAR EVIDENCE OF CURRENT RESEARCH INCORPORATED IN COURSE CURRICULA & STUDENT ANSWERS.

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? *Yes. ALL SUPPORT MATERIAL WAS PROVIDED*
- Whether external examiners have sufficient access to the material needed to make the required judgements and whether they are encouraged to request additional information.
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? *Yes*
- The coherence of the policies and procedures relating to external examiners and whether they match the explicit roles they are asked to perform. *Clear GUIDELINES ON POLICIES & PROCEDURES WERE PROVIDED*
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, very good*
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.

n/a

Other Comments

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

n/a

Thursday, March 29, 2012

Dear <<>>

Thank you for your External Examiner's Report for the Academic year 2010-2011 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.

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