

The University of Leeds
EXTERNAL EXAMINER'S REPORT
ACADEMIC YEAR: 2014– 2015

Part A: General Information**Subject area and awards being examined**

Faculty / School of:

Leeds University Business School

Subject(s):

Accounting & Finance

Programme(s) / Module(s):

LUBS1035	Foundations of Finance
LUBS1915	Intro to Financial Accounting
LUBS1925	Intro to Management Accounting
LUBS2055	Academic and Management Skills
LUBS2205	Corporate Finance
LUBS2215	Business Skills for A&F
LUBS3140	Behavioural Finance
LUBS3150	Int Banking & Finance
LUBS3160	Financial Derivatives
LUBS3315	A&F Dissertation
LUBS3620	International Business Finance
LUBS3640	Advanced Finance
LUBS3650	Critical Cases in A&F

Awards (e.g. BA/BSc/MSc etc):

Accounting & Finance

Name and home Institution / affiliation of Examiner**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 Quality Assurance
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

N/A

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 intended learning outcomes of all modules I examined are appropriate and comparable to the ones set by other top UK institutions. There are very high standards; students graduating from the A&F UG programmes should have strong foundations to either pursue further studies in this area or enter the relevant business sectors.

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.*

Absolutely.

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.*

Academics in the division use a range of designs to assess student performance. As I commented last year, I find some of them innovative. The overall assessment process is very robust. Student performance is excellent. This is a testament of the good work undertaken by the division. There is also a lot of support available to students that fail to meet expectations.

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. On average, students appear to have a good grasp of both theoretical and empirical issues in A&F. The challenging assessment methods give students ample opportunities to demonstrate the achievement 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.

I particularly liked the introduction of the dissertation module. The few students who chose it fully embraced it and ended up producing dissertations of high quality.

In addition, many instructors and markers use effectively the on-screen marking system. They not only utilise the existing tools on the system (e.g., rubrics, default statements, etc) but also provide extensive and useful feedback. Very good practice.

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.

Several course leaders base their material on academic research papers of very high quality. They also structure the assessment around that material. Several examples of good practice in that respect.

8. Where the programme forms part of an Integrated PhD, please comment on the appropriateness of the programme as training for a PhD

N/A

For Examiners involved in mentoring arrangements

9. 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

10. 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. All material and instructions provided were clear and helpful.

11. 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.

12. 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.

13. 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.

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

Yes.

15. 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 to all questions.

16. 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

N/A

Leeds University Business School

Maurice Keyworth Building
University of Leeds
Leeds LS2 9JT

W business.leeds.ac.uk



UNIVERSITY OF LEEDS

Wednesday, 02 December 2015

Reference: External Examination Report 2014-15

Dear

Thank you for your report as external examiner for the academic year 2014-15 in respect of the BSc Accounting & Finance programme.

I am pleased to note that you found the learning outcomes appropriate and you appreciate the high standards, robust assessment processes and the excellent performance of our students.

As you know, over the last three years we have developed our finance modules as part of our UG Comprehensive Programme Review which we completed this year so we particularly appreciate your supportive comments about the new dissertation module, some of our innovative assessment methods and the use of high quality research in our teaching. In this context, the results of the latest Times and Sunday Times rankings published last month was particularly gratifying. It is a fantastic accolade that Accounting and Finance holds the top position in the UK and we are also delighted that the Leeds University Business School is ranked in the top six across all subject areas.

I know you have been concerned about your growing workload as External on this programme, and I can confirm that the Division are in process of making an additional appointment for 2016/17 onwards.

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

Yours sincerely

Dean, Leeds University Business School

World Ranked – Triple Accredited – Award Winning

The University of Leeds
EXTERNAL EXAMINER'S REPORT
ACADEMIC YEAR: 2014– 2015

Part A: General Information**Subject area and awards being examined**

Faculty / School of:

Leeds University Business School

Subject(s):

Programme(s) / Module(s):

LUBS1045 Personal Tutorials for Accounting and Finance
 LUBS1225 Accounting for Managers
 LUBS1235 Intro Financial Accounting
 LUBS1245 Intro Management Accounting
 LUBS2120 Accounting for Managers
 LUBS2290 Intermediate Finance Accounting
 LUBS2295 Inter Mgt Accounting
 LUBS3120 Forensic Accounting & Finance
 LUBS3540 Auditing & Information Systems
 LUBS3550 Auditing & Assurance Services
 LUBS3630 Advanced Accounting Theory
 LUBS3690 Principles of Taxation
 LUBS3865 Financial Analysis
 LUBS3880 Corporate Governance

Awards (e.g. BA/BSc/MSc etc):

Accounting & Finance

Name and home Institution / affiliation of Examiner**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

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 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

I have enjoyed my time serving as external examiner for Leeds University Business School. The chief examiner, the assessment team, the module leaders and other support staff were efficient and all my queries have been dealt with promptly and professionally.

Throughout my appointment, I witnessed significant changes of the module diets in terms of improving the quality and widening the offers to students' pedagogic needs. This constant update of the modules can be seen as one of the key success. The methods of assessment throughout the programme are appropriate and test students various skills. I have no concern or any further recommendations.

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 learning outcomes of the modules in the programme are appropriate for 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.

Yes, the programme aims and IOLs are of similar standards to other institutions that I am familiar with.

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 rigorous and commensurate with ILOs sought for each module.

Students' performance reflected the quality of teaching and assessment methods.

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 achieved the intended aims and ILOs through complemented assessment methods that reflect their various learning skills and abilities. Their performance were consistent throughout comparable courses

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.

The students reflected well on the changes introduced last academic year with exceptionally excellent performance. Also, the revised programme provided the students with more exemption from professional accounting bodies.

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.

Coursework and final assessments of the programme involve reading published research articles. The students learning process informed by the staff's research interest and practice.

8. Where the programme forms part of an Integrated PhD, please comment on the appropriateness of the programme as training for a PhD

n/a

For Examiners involved in mentoring arrangements

9. 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

10. 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.

All necessary materials are provided.

11. 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.

12. 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, all sampled exam papers and other forms of assessments have been provided and they are of appropriate standard.

13. 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?

Sufficient sample provided in evaluating the standard of student work and the scripts have clear audit trail.

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

n/a

15. 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 whole process was conducted satisfactorily. I attended the meeting and recommendations of the Board abided with the rules and procedures.

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

Yes, all brought cases were fairly treated based on appropriate procedures and agreed rules.

Other comments

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

None.

Maurice Keyworth Building
University of Leeds
Leeds LS2 9JT



UNIVERSITY OF LEEDS

W business.leeds.ac.uk

Thursday, 28 January 2016

Reference: External Examination Report 2014-15

Dear

Thank you for your report as external examiner for the academic year 2014-15 in respect of the BSc Accounting & Finance programme.

I am pleased to note that you found the learning outcomes appropriate and you appreciate the variety of 'rigorous' assessment methods which have allowed students to demonstrate their learning achievements.

As you know, over the last three years we have developed our accounting modules as part of our UG Comprehensive Programme Review which we completed this year so we particularly appreciate your supportive comments about how we have improved the quality of the Accounting and Finance programme and our success in meeting our students' pedagogic needs. In this context, the results of the latest Times and Sunday Times rankings published last month was particularly gratifying. It is a fantastic accolade that Accounting and Finance holds the top position in the UK and we are also delighted that the Leeds University Business School is ranked in the top six across all subject areas.

As your tenure is coming to an end after 4 years of service as external examiner on the Accounting and Finance programme, on behalf of the Division may I again thank you for your helpful suggestions and for your constructive and insightful comments on our modules, our programmes, and our examining. We greatly appreciate all the assistance you have given to us.

Yours sincerely

Dean, Leeds University Business School

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