

**The University of Leeds**  
**EXTERNAL EXAMINER'S REPORT**  
 ACADEMIC YEAR: 2016-17

**Part A: General Information**

**Subject area and awards being examined**

Faculty / School of:	Leeds University Business School (LUBS)
Subject(s):	Accounting and Finance
Programme(s) / Module(s):	LUBS5001M01, LUBS5003M01, LUBS5004M01, LUBS5011M01, LUBS5015M01, LUBS5028M01, LUBS5032M01, LUBS5041M09, LUBS5050M01
Awards (e.g. BA/BSc/MSc etc):	MSc

**Part B: Comments for the Institution on the Examination Process and Standards**

**Points of innovation and/or good practice**

*Please highlight areas of innovation or good practice within the programmes or processes you have been involved with in this box.*  
 An individual written feedback sheet given for students who fail exams, advising them on to improve performance to a pass standard was very good practice.

**Enhancements made from the previous year**

*Please highlight any enhancements made to the programme(s) or processes over the past year in this box.*  
 I am particularly pleased to see the marks allocation is now more discriminating between the excellent and average work with detailed feedback for students in the lower bands in terms of improving their future performance.

**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

**For Examiners in the first year of appointment**

1.	Were you provided with an External Examiner Handbook?	Y / N
2.	Were you provided with copies of previous External Examiners' reports and the School's responses to these?	Y / N
3.	Were you provided with a External Examiner Mentor?	Y / N

**For Examiners completing their term of appointment**

4.	Have you observed improvements in the programme(s) over the period of your appointment?	Y / <del>N</del>
5.	Has the school responded to comments and recommendations you have made?	Y / <del>N</del>
6.	Where recommendations have not been implemented, did the school provide clear reasons for this?	Y / <del>N</del>
7.	Have you acted as an External Examiner Mentor?	<del>Y</del> / N

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

This is my last year as the External Examiner and I have to admit that I fully enjoyed the experience in the past few years. I would like to take this opportunity of thanking the administration and academic staff at LUBS for a positive four year journey. The structure of the course and subjects were appropriate for the level of the degree I oversee. The overall quality is excellent with marking and feedback. I also observed a number of very interesting and innovative modules (e.g., LUBS5011M01 Applied Finance, LUBS5029M01 Projects in Actuarial Finance) offering a good foundation for students in pursuing a career in Banking and Finance. The academic staffs are very competent providing a very positive learning experience for students.

## Standards

8.	Is the overall programme structure coherent and appropriate for the level of study?	Y <del>N</del>
9.	Does the programme structure allow the programme aims and intended learning outcomes to be met?	Y <del>N</del>
10.	Are the programme aims and intended learning outcomes commensurate with the level of award?	Y <del>N</del>
11.	Did the Aims and ILOs meet the expectations of the national subject benchmark (where relevant)?	Y <del>N</del>
12.	Is the programme(s) comparable with similar programmes at other institutions?	Y <del>N</del>
<p>Please use this box to explain your overall impression of the programme structure, design, aims and intended learning outcomes.</p> <p>I am entirely happy with these aspects of the modules for which I act as external examiner. The course structure, content and the learning outcomes all appear to be appropriate.</p>		
13.	Is the influence of research on the curriculum and learning and teaching clear?	Y <del>N</del>
<p>Please explain how this is/could be achieved (examples might include: curriculum design informed by current research in the subject; practice informed by research; students undertaking research)</p> <p>As mentioned above, the structure and content of the courses were appropriate. There are many interesting and practical modules (e.g., LUBS5011M01 Applied Finance, LUBS5041M01 Current Issues in Finance, LUBS5029M01 Projects in Actuarial Finance) showing a clear evidence of research informing the curriculum.</p>		
14.	Does the programme form part of an Integrated PhD?	<del>Y</del> N
<p>Please comment on the appropriateness of the programme as training for a PhD:</p> <p>I do not think the courses I examined are sufficient enough to be part of an Integrated PhD programme. Perhaps we need to redesign the structure and delivery of some courses to further enhance student research skills.</p>		
15.	Does the programme include clinical practice components?	<del>Y</del> N
<p>Please comment on the learning and assessment of practice components of the curriculum here:</p>		
16.	Is the programme accredited by a Professional or Statutory Regulatory Body (PSRB)?	<del>Y</del> N
<p>Please comment on the value of, and the programme's ability to meet, PSRB requirements here:</p>		

--

### Assessment and Feedback

17.	Does the programme design clearly align intended learning outcomes with assessment?	Y <del>AN</del>
<i>Please comment on the assessment methods and the appropriateness of these to the ILOs, in particular: 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.</i>		
I am happy with these aspects of the modules for which I act as external examiner. The course structure, content and the learning outcomes all appear to be appropriate. The high number of distinctions and merits awarded shows the high quality of teaching and appropriateness of assessment methods.		
18.	Is the design and structure of the assessment methods appropriate to the level of award?	Y <del>AN</del>
19.	Were students given adequate opportunity to demonstrate their achievement of the programme aims and intended learning outcomes?	Y <del>AN</del>
<i>Please comment on 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.</i>		
The performance overall covers a wide range of marks. Work at the top-end is very impressive and is in line with that I have seen at a number of other institutions within the UK. The distribution of classifications (both for distinctions and passes) also reflects the national benchmarks.		
<i>Please use this box to provide any additional comments you would like to make in relation to assessment and feedback:</i>		
The sample packs were excellent with a comprehensive set of scripts across the marking range made available to external examiners. Clear marking guidelines were provided.		

### The Progression and Awards Process

20.	Were you provided with guidance relating to the External Examiner's role, powers and responsibilities in the examination process?	Y <del>AN</del>
21.	Was the progression and award guidance provided sufficient for you to act effectively as an External Examiner?	Y <del>AN</del>
22.	Did you receive appropriate programme documentation for your area(s) of responsibility?	Y <del>AN</del>
23.	Did you receive appropriate module documentation for your area(s) of responsibility?	Y <del>AN</del>
24.	Did you receive full details of marking criteria applicable to your area(s) of responsibility?	Y <del>AN</del>
25.	Were you provided with all draft examination papers/assessments?	Y <del>AN</del>
26.	Was the nature and level of the assessment questions appropriate?	Y <del>AN</del>
27.	Were suitable arrangements made to consider your comments on assessment questions?	Y <del>AN</del>
28.	Was sufficient assessed work made available to enable you to have confidence in your evaluation of the standard of student work?	Y <del>AN</del>
29.	Were the examination scripts clearly marked/annotated?	Y <del>AN</del>
30.	Was the choice of subjects for final year projects and/or dissertations appropriate?	Y <del>AN</del>

31.	Was the method and standard of assessment appropriate for the final year projects and/or dissertations?	Y <del>N</del>
32.	Were the administrative arrangements satisfactory for the whole process, including the operation of the Progression and Awards Board?	Y <del>N</del>
33.	Were you able to attend the Progression and Awards Board meeting?	Y <del>N</del>
34.	Were you satisfied with the recommendations of the Progression and Awards Board?	Y <del>N</del>
35.	Were you satisfied with the way decisions from the School Special Circumstances meeting were communicated to the Progression and Awards Board?	Y <del>N</del>

*Please use this box to provide any additional comments you would like to make on the questions above:*

I am entirely satisfied with the access to the materials required for me (as the external examiner) to make an informed judgements. External examiners have been given sufficient time on the Validation Day to investigate the samples and to go through the scripts in detail so that we can have confidence in our evaluation of the standard of student work. I was fully involved in the assessment setting process and in the assessment of the work submitted and was able to offer comments to the Board and to colleagues both in writing and at the meeting held in Oct 2017.

#### Other comments

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

I would like take the opportunity of thanking colleagues, both academic and administrative, for the friendly and helpful way in which they have engaged with me and supported me in the conduct of my final year external examinership at the LUBS. From my perspective, it has indeed been a very pleasant and positive journey.

**Name of School and Head of School (or nominee)**

Title and Name of Responder:

Position\*:

Faculty / School of:

Address for communication:

Email:

Telephone:

Programme Director, Accounting and Finance MSc programmes

*Leeds University Business School, Accounting and Finance Division*Maurice Keyworth Building  
Moorland Road  
Leeds, LS6 1AN

\*If the individual responding to the report is not the Head of School please state their position within the School.

**Completing the School response**

The completed School response (including the full original report) should be attached to an e-mail and sent to the Pro-Dean for Student Education in the relevant Faculty. Following approval by the Pro-Dean for Student Education, the School must send the response (including the full original report) directly to the External Examiner. A copy must also be emailed to the Quality Assurance Team at [qat@leeds.ac.uk](mailto:qat@leeds.ac.uk). External Examiners should receive a formal response no later than six weeks after receipt of the original report.

**Response to Points of innovation and/or good practice**

We appreciate your recognition of the efforts we have made to improve student feedback.

**Response to Enhancements made from the previous year**

We are pleased that you have seen improvements in the discrimination 'between the excellent and average work with detailed feedback for students in the lower bands in terms of improving their future performance'.

**Response to Matters for Urgent Attention**

If any areas have been identified for urgent attention before the programme is offered again please provide a specific response to them here:

N/A

**Response to questions 1-7 (and related comments)**

Schools may provide a general response; however, where Examiners raise specific points these must be addressed individually:

We are pleased with your comments on the administration processes and the quality of the programmes, assessment and marking.

**Standards****Response to questions 8 to 16 (and related comments)**

Schools may provide a general response; however, where Examiners raise specific points these must be addressed individually:

We are grateful for your comments regarding the inclusion of interesting modules and research-based learning.

**Assessment and Feedback**

**Response to questions 17 to 19 (and related comments)**

*Schools may provide a general response; however, where Examiners raise specific points these must be addressed individually:*

We are grateful for your comments regarding the appropriateness of the course structure, content and the learning outcomes.

**The Progression and Awards Process**

**Response to questions 20-35 (and related comments)**

*Schools may provide a general response; however, where Examiners raise specific points these must be addressed individually:*

*No specific points raised.*

**Other comments**

**Response to items included in the 'Other Comments' section of the report**

We would like to thank you for your highly valued input and insight during your period as external examiner.

**The University of Leeds**  
**EXTERNAL EXAMINER'S REPORT**

ACADEMIC YEAR: 2016-17

QAT Received 24/07/2018

**Part A: General Information**

**Subject area and awards being examined**

Faculty / School of:	Leeds University Business School
Subject(s):	<i>MSc Banking and International Finance</i>
Programme(s) / Module(s):	MSc Banking and International Finance LUBS5018M01 Research Methods in Finance LUBS5019M01 Forensic Accounting & Finance LUBS5031M01 Behavioural Finance LUBS5035M01 Commercial Banking LUBS5058M01 Corporate Governance LUBS5072M01 Crit Skills for Fin Profess LUBS5768M01 Accounting and Finance LUBS5810M01 Accounting and Finance LUBS5813M01 Business Accounting LUBS5832M01 Corporate Finance
Awards (e.g. BA/BSc/MSc etc):	Msc Accounting and Finance

**Part B: Comments for the Institution on the Examination Process and Standards**

**Points of innovation and/or good practice**

*Please highlight areas of innovation or good practice within the programmes or processes you have been involved with in this box. Detailed Indicative Answers are provided and very good feedback is given on scripts (in particular to students who did not achieve a pass).*

**Enhancements made from the previous year**

*Please highlight any enhancements made to the programme(s) or processes over the past year in this box.*

Not Applicable (this was the first year of my appointment).

**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.

**For Examiners in the first year of appointment**

1.	Were you provided with an External Examiner Handbook?	Y
2.	Were you provided with copies of previous External Examiners' reports and the School's responses to these?	N
3.	Were you provided with a External Examiner Mentor?	N

**For Examiners completing their term of appointment**

4.	Have you observed improvements in the programme(s) over the period of your appointment?	Y / N
5.	Has the school responded to comments and recommendations you have made?	Y / N

6.	Where recommendations have not been implemented, did the school provide clear reasons for this?	Y / N
7.	Have you acted as an External Examiner Mentor?	Y / N

*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*

Overall I am very satisfied with the programme. The content and standard of is appropriate and the marking is consistent across modules. The procedures followed are transparent and I was provided with all necessary information in order to make these judgments.

## Standards

8.	Is the overall programme structure coherent and appropriate for the level of study?	Y
9.	Does the programme structure allow the programme aims and intended learning outcomes to be met?	Y
10.	Are the programme aims and intended learning outcomes commensurate with the level of award?	Y
11.	Did the Aims and ILOs meet the expectations of the national subject benchmark (where relevant)?	Y
12.	Is the programme(s) comparable with similar programmes at other institutions?	Y

*Please use this box to explain your overall impression of the programme structure, design, aims and intended learning outcomes.*

The programme is of a good quality and compares well with those offered by other Russel Group Universities.

13.	Is the influence of research on the curriculum and learning and teaching clear?	Y
-----	---	---

*Please explain how this is/could be achieved (examples might include: curriculum design informed by current research in the subject; practice informed by research; students undertaking research)*

The assessments include questions which relate to topical issues and recent research findings (going beyond textbook coverage).

14.	Does the programme form part of an Integrated PhD?	N
-----	--	---

*Please comment on the appropriateness of the programme as training for a PhD:*

Some elements of the programme can serve as part of training for a PhD but the overall programme is not tailored for this purpose.

15.	Does the programme include clinical practice components?	N
-----	--	---

*Please comment on the learning and assessment of practice components of the curriculum here:*

16.	<b>Is the programme accredited by a Professional or Statutory Regulatory Body (PSRB)?</b>	<b>Y</b>
-----	---	----------

***Please comment on the value of, and the programme's ability to meet, PSRB requirements here:***

The programme is of appropriate quality for the accreditation that has obtained.

## Assessment and Feedback

17.	Does the programme design clearly align intended learning outcomes with assessment?	Y
-----	---	---

*Please comment on the assessment methods and the appropriateness of these to the ILOs, in particular: 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 is a range of learning and assessment methods which are appropriate for Msc programmes; they are comparable to those adopted by other Russel Group Universities.

18.	Is the design and structure of the assessment methods appropriate to the level of award?	Y
19.	Were students given adequate opportunity to demonstrate their achievement of the programme aims and intended learning outcomes?	Y

*Please comment on 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 standards achieved are good. The students appear to be engaging with the modules and they are clearly benefiting from the programme by obtaining valuable knowledge and skills. It is evident, however, that many of them face linguistic difficulties.

*Please use this box to provide any additional comments you would like to make in relation to assessment and feedback:*

Overall, I am satisfied with the type and the level of the assessment and feedback given.

### The Progression and Awards Process

20.	Were you provided with guidance relating to the External Examiner's role, powers and responsibilities in the examination process?	Y
21.	Was the progression and award guidance provided sufficient for you to act effectively as an External Examiner?	Y
22.	Did you receive appropriate programme documentation for your area(s) of responsibility?	Y
23.	Did you receive appropriate module documentation for your area(s) of responsibility?	Y
24.	Did you receive full details of marking criteria applicable to your area(s) of responsibility?	Y
25.	Were you provided with all draft examination papers/assessments?	Y
26.	Was the nature and level of the assessment questions appropriate?	Y
27.	Were suitable arrangements made to consider your comments on assessment questions?	Y
28.	Was sufficient assessed work made available to enable you to have confidence in your evaluation of the standard of student work?	Y
29.	Were the examination scripts clearly marked/annotated?	Y
30.	Was the choice of subjects for final year projects and/or dissertations appropriate?	Y
31.	Was the method and standard of assessment appropriate for the final year projects and/or dissertations?	Y
32.	Were the administrative arrangements satisfactory for the whole process, including the operation of the Progression and Awards Board?	Y
33.	Were you able to attend the Progression and Awards Board meeting?	Y
34.	Were you satisfied with the recommendations of the Progression and Awards Board?	Y



**The University of Leeds**  
**EXTERNAL EXAMINER'S REPORT**

ACADEMIC YEAR: 2016-17

**Part A: General Information**

**Subject area and awards being examined**

Faculty / School of:	Leeds University Business School
Subject(s):	<i>Accounting and Finance</i>
Programme(s) / Module(s):	MSc in Accounting and Finance
Awards (e.g. BA/BSc/MSc etc):	MSc

**Part B: Comments for the Institution on the Examination Process and Standards**

**Points of innovation and/or good practice**

*Please highlight areas of innovation or good practice within the programmes or processes you have been involved with in this box.*  
The university provide to the students access to very good databases. This helps the students to carry out excellent work.

**Enhancements made from the previous year**

*Please highlight any enhancements made to the programme(s) or processes over the past year in this box.*  
I have spoken with colleagues of A&F group during my previous visit in the University. I made a number of comments in each of them. With happiness I realised that they followed my recommendations

**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*  
I would like to receive the exam script well in advance. I received the dissertations on a Monday with a deadline on Friday. It would have been impossible to complete my work

**For Examiners in the first year of appointment**

1.	Were you provided with an External Examiner Handbook?	Y
2.	Were you provided with copies of previous External Examiners' reports and the School's responses to these?	Y
3.	Were you provided with a External Examiner Mentor?	N

**For Examiners completing their term of appointment**

4.	Have you observed improvements in the programme(s) over the period of your appointment?	Y
5.	Has the school responded to comments and recommendations you have made?	Y
6.	Where recommendations have not been implemented, did the school provide clear reasons for this?	Y
7.	Have you acted as an External Examiner Mentor?	N

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

Colleagues in Accounting and Finance Group in the University are doing really excellent job

## Standards

8.	Is the overall programme structure coherent and appropriate for the level of study?	Y
9.	Does the programme structure allow the programme aims and intended learning outcomes to be met?	Y
10.	Are the programme aims and intended learning outcomes commensurate with the level of award?	Y
11.	Did the Aims and ILOs meet the expectations of the national subject benchmark (where relevant)?	Y
12.	Is the programme(s) comparable with similar programmes at other institutions?	Y
<i>Please use this box to explain your overall impression of the programme structure, design, aims and intended learning outcomes.</i>		
13.	Is the influence of research on the curriculum and learning and teaching clear?	Y
<i>Please explain how this is/could be achieved (examples might include: curriculum design informed by current research in the subject; practice informed by research; students undertaking research)</i>		
14.	Does the programme form part of an Integrated PhD?	N
<i>Please comment on the appropriateness of the programme as training for a PhD:</i>		
15.	Does the programme include clinical practice components?	N
<i>Please comment on the learning and assessment of practice components of the curriculum here:</i>		
16.	Is the programme accredited by a Professional or Statutory Regulatory Body (PSRB)?	Y
<i>Please comment on the value of, and the programme's ability to meet, PSRB requirements here:</i>		

## Assessment and Feedback

17.	Does the programme design clearly align intended learning outcomes with assessment?	Y
<i>Please comment on the assessment methods and the appropriateness of these to the ILOs, in particular: 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.</i>		
18.	Is the design and structure of the assessment methods appropriate to the level of award?	Y
19.	Were students given adequate opportunity to demonstrate their achievement of the programme aims and intended learning outcomes?	Y

<p><i>Please comment on 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:</i></p> <p>I am happy to confirm that students have been able to attain the learning outcomes of each of the programmes that I have been external examiner for. There are always some students which are more weak but this is mainly due to their personal effort.</p>		
<p><i>Please use this box to provide any additional comments you would like to make in relation to assessment and feedback:</i></p>		

**The Progression and Awards Process**

20.	Were you provided with guidance relating to the External Examiner's role, powers and responsibilities in the examination process?	Y
21.	Was the progression and award guidance provided sufficient for you to act effectively as an External Examiner?	Y
22.	Did you receive appropriate programme documentation for your area(s) of responsibility?	Y
23.	Did you receive appropriate module documentation for your area(s) of responsibility?	Y
24.	Did you receive full details of marking criteria applicable to your area(s) of responsibility?	Y
25.	Were you provided with all draft examination papers/assessments?	Y
26.	Was the nature and level of the assessment questions appropriate?	Y
27.	Were suitable arrangements made to consider your comments on assessment questions?	Y
28.	Was sufficient assessed work made available to enable you to have confidence in your evaluation of the standard of student work?	Y
29.	Were the examination scripts clearly marked/annotated?	Y
30.	Was the choice of subjects for final year projects and/or dissertations appropriate?	Y
31.	Was the method and standard of assessment appropriate for the final year projects and/or dissertations?	Y
32.	Were the administrative arrangements satisfactory for the whole process, including the operation of the Progression and Awards Board?	Y
33.	Were you able to attend the Progression and Awards Board meeting?	N
34.	Were you satisfied with the recommendations of the Progression and Awards Board?	NA
35.	Were you satisfied with the way decisions from the School Special Circumstances meeting were communicated to the Progression and Awards Board?	Y
<p><i>Please use this box to provide any additional comments you would like to make on the questions above:</i></p>		

**Other comments**

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

**Name of School and Head of School (or nominee)**

Title and Name of Responder:	
Position*:	Programme Director, Accounting and Finance MSc programmes
Faculty / School of:	Leeds University Business School, Accounting and Finance Division
Address for communication:	Leeds University Business School Maurice Keyworth Building University of Leeds LS2 1JT
Email:	
Telephone:	

\*If the individual responding to the report is not the Head of School please state their position within the School.

**Completing the School response**

The completed School response (including the full original report) should be attached to an e-mail and sent to the Pro-Dean for Student Education in the relevant Faculty. Following approval by the Pro-Dean for Student Education, the School must send the response (including the full original report) directly to the External Examiner. A copy must also be emailed to the Quality Assurance Team at [gat@leeds.ac.uk](mailto:gat@leeds.ac.uk). External Examiners should receive a formal response no later than six weeks after receipt of the original report.

**Response to Points of innovation and/or good practice**

We appreciate your acknowledgement of the availability and use of high-quality databases.

**Response to Enhancements made from the previous year**

We are pleased you feel that your comments and suggestions have been acknowledged by staff in the division and that actions have been implemented as a result.

**Response to Matters for Urgent Attention**

If any areas have been identified for urgent attention before the programme is offered again please provide a specific response to them here:

We will liaise with the Assessment Team to endeavour to provide all documentation in a more timely manner.

**Response to questions 1-7 (and related comments)**

Schools may provide a general response; however, where Examiners raise specific points these must be addressed individually:

We appreciate your comments about the quality of staff input in the division.

**Standards****Response to questions 8 to 16 (and related comments)**

Schools may provide a general response; however, where Examiners raise specific points these must be addressed individually:

*No specific points raised.*

**Assessment and Feedback****Response to questions 17 to 19 (and related comments)**

Schools may provide a general response; however, where Examiners raise specific points these must be addressed individually:

We are grateful for your comments on the students' attainment of learning outcomes.

### The Progression and Awards Process

#### **Response to questions 20-35 (and related comments)**

*Schools may provide a general response; however, where Examiners raise specific points these must be addressed individually:*

*No specific points raised.*

### Other comments

#### **Response to items included in the 'Other Comments' section of the report**

*No specific points raised.*