

**The University of Leeds**  
**EXTERNAL EXAMINER'S REPORT**  
**ACADEMIC YEAR: 2017-18**

**Part A: General Information****Subject area and awards being examined***Title and Name of Examiner:**Faculty / School of:*

LUBS

*Subject(s):*

Accounting and Finance

*Programme(s) / Module(s):*

Modules in:  
 Corporate Finance  
 Credit and Financial Analysis  
 Behavioural Finance  
 Financial Analysis  
 Financial Derivatives  
 International Banking and Finance  
 International Business Finance  
 Accounting and Finance Dissertation  
 Advanced Finance  
 Professional Portfolio Management

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

BSc 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.*

A good variety of assessment methods are used.

I feel the comments of the external examiners are taken very seriously.

Very good feedback is given to students who fail modules.

The administration of the degree and modules is very good.

The students are given the choice of a traditional dissertation or a more professionally related report. This seems a good way to keep them motivated and the results from both routes are very good.

**Enhancements made from the previous year**

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

In response to the comments in my external examiner's report last year the proportion of multiple choice questions in the Behavioural Finance module has been reduced and I think this has resulted in a more appropriate distribution of marks for the module.

**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.

**For Examiners in the first year of appointment – N/A**

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 – N/A**

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.*

**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 structure, design, aims and intended learning outcomes are fine. They cover the elements that students would expect in an accounting and finance degree but also have a certain level of distinctiveness based on some modules drawing on the particular expertise of staff at Leeds.

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

There is a reasonable influence of research on the curriculum and learning and teaching. Some of the modules clearly draw on the research expertise of Leeds staff. It would be excellent to extend this as the both the students and research staff are of high calibre.

Very few students take dissertations and this is disappointing. It would be very good if more students could be encouraged to take this route.

14.	Does the programme form part of an Integrated PhD?	N
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*Please comment on the appropriateness of the programme as training for a PhD:*

15.	Does the programme include clinical practice components?	N
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*Please comment on the learning and assessment of practice components of the curriculum here:*

16.	Is the programme accredited by a Professional or Statutory Regulatory Body (PSRB)?	N
<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>		
<p>The degree uses a good mix of assessment methods. Generally this is quite a good thing. Multiple choice questions are, however, used quite extensively and I think the appropriateness of this should be considered very carefully. It is a fairly recent practice and is not done in many universities in the final year of undergraduate studies. I would point out in most cases the marks on the multiple choice parts of exams are much higher. In addition, if the proportion of marks on a module related to multiple choice questions is high students can pass without demonstrating any capacity to produce more discursive work.</p> <p>The marking of modules is done very carefully and appropriately.</p> <p>Generally the performance of the students is very good and this must reflect both their high quality and very good teaching.</p>		
18.	Is the design and structure of the assessment methods appropriate to the level of award?	Y - although see my other comments
19.	Were students given adequate opportunity to demonstrate their achievement of the programme aims and intended learning outcomes?	Y / N
<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>The academic standards demonstrated by the students are very high. I think the performance of the students compares very well indeed to that of students on comparable courses. Given the high calibre of the students I think it would be feasible and advantageous for them to be challenged a little more on some modules with more research related material.</p>		
<i>Please use this box to provide any additional comments you would like to make in relation to assessment and feedback:</i>		

### 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
35.	Were you satisfied with the way decisions from the School Special Circumstances meeting were communicated to the Progression and Awards Board?	Y
<i>Please use this box to provide any additional comments you would like to make on the questions above:</i>		

#### Other comments

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

**Part C: School Response to External Examiner Report****Name of School and Head of School (or nominee)**

Title and Name of Examiner:

Subject(s):

Accounting and Finance

Programme(s) / Module(s):

Modules in:  
 Corporate Finance  
 Credit and Financial Analysis  
 Behavioural Finance  
 Financial Analysis  
 Financial Derivatives  
 International Banking and Finance  
 International Business Finance  
 Accounting and Finance Dissertation  
 Advanced Finance  
 Professional Portfolio Management

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

BSc Accounting and Finance

Title and Name of Responder:

Position\*:

Director of Undergraduate Programmes in Accounting and Finance

Faculty / School of:

Leeds University Business School

Address for communication:

Maurice Keyworth Building  
 University of Leeds  
 Leeds, LS2 9JT

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

Thank you for your kind comments related to our assessment, administrative processes and feedback provided to our students. We very much appreciate your feedback and observations each year, which help us to continually improve our processes and the service that we provide for our students.

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

We are delighted that the impact of your suggestion from last year has had the positive impact that we hoped.

**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:

N/A

**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:

Thank you for your supportive comments.

**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:*

Your comments in relation to MCQs, particularly in the final year, are noted and are scheduled as an agenda item for our next divisional meeting where this will be considered further.

**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:*

**Other comments**

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

# The University of Leeds

## EXTERNAL EXAMINER'S REPORT

ACADEMIC YEAR: 2017-18

### Part A: General Information

#### Subject area and awards being examined

*Title and Name of Examiner:*

*Faculty / School of:*

Leeds University Business School

*Subject(s):*

Accounting and Finance

*Programme(s) / Module(s):*

BSc Accounting and Finance

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

BSc

### 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 administration of the assessment process is generally very rigorous. Papers go through a clear internal review and students receive good comments on the exam paper to justify the grades awarded. The Accounting and Finance group has a heavily standardised exam format that gives students comfort in what to expect when they take their exams. I again note the outstanding LUBS 3650 course Critical Cases in Accounting and Finance module, which is highly distinctive to Leeds and provides excellent preparation for students who go on to take professional exams in accounting.

#### Enhancements made from the previous year

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

The courses assessed appeared to maintain and update on content from the previous year. There were no specific innovations or updates the degree.

#### 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*

NA.

#### 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 / 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*

## 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 program covers key learning outcomes expected in an accounting and finance degree set out in the QAA Subject Benchmark statements. The Accounting and Finance department has also been able to add its own significant strengths in market based accounting, applied financial accounting, and in banking to offer advanced courses in these subjects in years 2 and 3 that are better than offered at most competitor universities.

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

This was especially evident in the assessment of final year courses in audit, assurance and governance. Students are asked to evaluate case studies and apply their knowledge of academic research to practice in the subject.

14.	Does the programme form part of an Integrated PhD?	N
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*Please comment on the appropriateness of the programme as training for a PhD:*

Students on the BSc degree receive an excellent technical grounding in Accounting and Finance. These students would still require to undertake MSc study before undertaking a PhD to develop their skills in empirical methods and conducting a dissertation research project.

15.	Does the programme include clinical practice components?	N
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*Please comment on the learning and assessment of practice components of the curriculum here:*

16.	Is the programme accredited by a Professional or Statutory Regulatory Body (PSRB)?	Y
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*Please comment on the value of, and the programme's ability to meet, PSRB requirements here:*

Professional accountancy bodies (CIMA, ICAEW, ACCA) do not offer accreditation as such, but completion of degree courses in Accounting and Finance can provide students with exemptions from a significant number of



professional level examinations. Leeds courses in Accounting and Finance provide students with a high number of exemptions from these subjects and it is evident that the department courses have been set up to reflect professional best practice. Students benefit from this both in terms of having the professional exemptions and from the quality of the courses that have been developed with these requirements in mind.

### Assessment and Feedback

17.	Does the programme design clearly align intended learning outcomes with assessment?	Y / N
<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 / N
<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>		
<i>Please use this box to provide any additional comments you would like to make in relation to assessment and feedback:</i>		

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

33.	Were you able to attend the Progression and Awards Board meeting?	Y / N
34.	Were you satisfied with the recommendations of the Progression and Awards Board?	Y / N
35.	Were you satisfied with the way decisions from the School Special Circumstances meeting were communicated to the Progression and Awards Board?	Y / N

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

#### Other comments

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

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**Part C: School Response to External Examiner Report****Name of School and Head of School (or nominee)***Title and Name of Examiner:*

Subject(s):

Accounting and Finance

Programme(s) / Module(s):

BSc Accounting and Finance

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

BSc

*Title and Name of Responder:*

Position\*:

Director of Undergraduate Programmes in Accounting and Finance

Faculty / School of:

Leeds University Business School

Address for communication:

Maurice Keyworth Building  
University of Leeds  
Leeds, LS2 9JT

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

Your comments on our excellent administrative process and innovative teaching in Critical Skills is appreciated. This continues to be our capstone final year module for our UG students, completing their professional skills training which started at Level 1.

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

Whilst there are areas of continual improvement there were, as noted, no district enhancements made in the year 2017/18. There are areas, specifically within our BSc Banking and Finance, which should see clear enhancements for the year to come and look forward to feedback on these in due course.

**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 hope you have had the support that you need this year, but if there are areas where we could improve, please let us know.

**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:*

Thank you for your supportive comments.

**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:*

**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:*

**Other comments**

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

# The University of Leeds

## EXTERNAL EXAMINER'S REPORT

ACADEMIC YEAR: 2017-18    QAT Received 09/07/2018

### Part A: General Information

#### Subject area and awards being examined

*Title and Name of Examiner:*

*Faculty / School of:*

LUBS

*Subject(s):*

BSc Accounting & Finance

*Programme(s) / Module(s):*

LUBS3630: Advanced Accounting Theory  
 LUBS2295: Intermediate Management Accounting  
 LUBS3690: Principles of Taxation  
 LUBS2290: Intermediate Finance Accounting  
 LUBS0040/LUBS004001: Introductory Accounting and Finance  
 LUBS1045: Personal Tutorials for Accounting and Finance  
 LUBS122501: Accounting for Managers  
 LUBS123501: Intro Financial Accounting  
 LUBS354001: Auditing & Information Systems  
 LUBS388001: Corporate Governance  
 LUBS1245: Introductory Management Accounting

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

BSc Accounting & 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.*

As in previous years, there are very good examples of research-led teaching and modules which incorporate relevant and appropriate theories. I have enjoyed my review of the work examined. I would like also to thank all staff for the very high standard of documentation that is produced. This makes an external examiners job so much more effective, efficient, and enjoyable.

#### Enhancements made from the previous year

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

Nothing specific but I confirm that excellence has always been achieved.

#### 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
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 / 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*

**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.*

I am happy with the samples provided, moderation, and feedback provided by examiners. The marking is fair and consistent. The examinations\assessments cover the whole subject area. Marking Scheme is well-detailed. Learning outcomes meet the expectations and fully examined.

13.	Is the influence of research on the curriculum and learning and teaching clear?	Y
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*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 strongly (and always) believe that LUBS has high-quality staff that are able to deliver high-quality teaching delivery that will help the graduates in their practical life. There are excellent examples of research-led teaching and other modules which incorporate relevant and appropriate theories.

14.	Does the programme form part of an Integrated PhD?	N
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*Please comment on the appropriateness of the programme as training for a PhD:*

N/A

15.	Does the programme include clinical practice components?	N
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*Please comment on the learning and assessment of practice components of the curriculum here:*

N/A

16.	Is the programme accredited by a Professional or Statutory Regulatory Body (PSRB)?	N
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*Please comment on the value of, and the programme's ability to meet, PSRB requirements here:*

N/A

**Assessment and Feedback**

17.	Does the programme design clearly align intended learning outcomes with assessment?	Y
<p><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></p> <p>As in the previous years, I am very happy with the content, learning outcomes and assessment methods of the modules examined. The learning outcomes are clearly defined and appropriate to the subject matter and the students. The course structure and content are appropriate to learning outcomes.</p>		
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>There is a clear indication of a high-level of engagement with both the taught topic and with student needs.</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> <p>The marking was fair and consistent. There is a clear evidence of 2<sup>nd</sup> marking &amp; internal moderation/Auditing. Overall, good feedback to students. I am confident that passing students have met the requirements of the learning outcomes. The standards of student performance are comparable with the standards of similar programmes in other UK higher education institutions.</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?	Y

34.	Were you satisfied with the recommendations of the Progression and Awards Board?	Y
35.	Were you satisfied with the way decisions from the School Special Circumstances meeting were communicated to the Progression and Awards Board?	Y
<i>Please use this box to provide any additional comments you would like to make on the questions above:</i>		

#### Other comments

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

Through looking at the samples of students' work, it seems that most students gained knowledge from teaching methods and teaching/research resources. Many students provided overall good answers. Weaker students have failed to show good attempts. Poor students' performance in few cases suggests poor assessment preparedness. I am happy with the assessment methods of the modules examined. The examinations\assessments cover the whole subject area. The quality of teaching and learning methods are well-reflected in students' performance.



## Part C: School Response to External Examiner Report

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

*Title and Name of Examiner:*

Subject(s):

BSc Accounting and Finance

Programme(s) / Module(s):

LUBS3630: Advanced Accounting Theory  
LUBS2295: Intermediate Management Accounting  
LUBS3690: Principles of Taxation  
LUBS2290: Intermediate Finance Accounting  
LUBS0040/LUBS004001: Introductory Accounting and Finance  
LUBS1045: Personal Tutorials for Accounting and Finance  
LUBS122501: Accounting for Managers  
LUBS123501: Intro Financial Accounting  
LUBS354001: Auditing & Information Systems  
LUBS388001: Corporate Governance  
LUBS1245: Introductory Management Accounting

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

BSc Accounting and Finance

*Title and Name of Responder:*

*Position\*:*

Director of Undergraduate Programmes in Accounting and Finance

*Faculty / School of:*

Leeds University Business School

*Address for communication:*

Maurice Keyworth Building  
University of Leeds  
Leeds, LS2 9JT

*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

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

Thank you for your kind comments related to our assessment, administrative processes and feedback provided to our students. We very much appreciate your feedback and observations each year, which help us to continually improve our processes and the service that we provide for our students.

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

Whilst there are areas of continual improvement there were, as noted, no distinct enhancements made in the year 2017/18. There are areas, specifically within our BSc Banking and Finance, which should see clear enhancements for the year to come and look forward to feedback on these in due course.

#### **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:*

N/A

### 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:*

Thank you for your supportive comments.

## 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:*

## 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:*

## Other comments

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