

External Examiners' Report

Please note that the completed report form will be made available to students and staff therefore please do not identify individual students or staff by name or candidate number. If you wish to bring to the attention of the University issues pertaining to a confidential matter, please do this separately by contacting the Academic Registrar at the University of Law.

If you are responsible for more than one programme, we request that you use a separate template for each programme as appropriate.

Academic Year covered by report	2021-22
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Name of External Examiner	Patricia Perlman-Dee
Home Institution	University of Manchester
Programme being examined	BSc Accounting with Finance and BSc Finance with Accounting variations
Modules examined	<p>Level 5</p> <ul style="list-style-type: none"> Financial Reporting Introduction to Taxation (UK) Finance Management Accounting for Business <p>Level 6</p> <ul style="list-style-type: none"> Corporate Finance Audit
Date of Report	14 Feb 2023

Information and Guidance

1. Did you:	Y	N
Receive adequate access to any material needed (including assessment regulations, student handbook, programme specification and module descriptors) to make the required judgements?	Y	
For newly appointed External Examiners:		
Were assessment policies and your duties as external examiner adequately explained to you?	Y	
Did you have adequate briefing and guidance sufficient for you to fulfil your role effectively as an external examiner?	Y	
For existing External Examiners:		
Has appropriate action been taken in respect of comments made in your last examiner's report?		N
If "No" to any of the above, please comment below: First report		

Standards and Design of Assessment

2a: Did you receive:	Y	N
Draft assessments to comment on?	Y	
Acknowledgement that your comments had been considered appropriately? If "No", please comment below:	Y	
The UoL could benefit from sending documents to EE with more notice		
2b: Please comment on the following: Whether the standards of the assessments were set at the appropriate level in the discipline, and with reference to national subject benchmark statements, Apprenticeship Standard or PSRB guidelines (e.g., Framework for Higher Education Qualifications (FHEQ), QAA subject benchmarks, and where relevant Professional, Statutory and Regulatory Bodies (e.g., SRA)).		
Different assessment methods are used, supporting inclusivity FHEQ and QAA Benchmark as well as professional standards (ACCA) exemptions are adhered to		

2c: Please comment on each of the following with examples:

- Whether the assessments (formative and summative) were well-designed, valid and reliable;
- whether they assessed appropriately the learning outcomes set for the programme;
- whether they were sufficiently challenging for students in the context of the subject matter and the course.

A wide range of courses is offered with a suitable range of assessments. careful consideration has been taken to wider access including and possible alternative arrangements for students with disabilities.

Standard of Student Performance

3. Please comment on the following:

From the student work you sampled, whether the standards of student performance were comparable with similar programmes and subjects in other UK higher education institutions with which you are familiar.

Student performance was mixed with some outstanding performance as well as some below standard performance. As the class sizes are small and you will therefore notice outliers more distinctly.

Marking and Moderation

4a: Did you receive:	Y	N
A sufficiently broad sample of scripts across the marking range?	Y	
Sufficient time for external moderation?	Y	
Data to show whether marking was consistent across marking teams?	Y	
If “No” to any of the above, please comment:		
4b. Please comment on each of the following with examples: <ul style="list-style-type: none"> • Whether the method and general standard of marking was credible, consistent, fair and robust; • whether the marks awarded were reflective of the standards expected at that particular level and for all students; 		

- whether the marking criteria was presented clearly and appropriately differentiated across bands;
- whether the standard of work that you sampled was comparable across different locations (e.g., ULaw campuses and/or partnerships in the case of collaborative provision).

The marking seemed fair across the L5 and L6 courses. There seemed to be consistency between markers when different markers had been used. Some markers provide more detailed feedback than others. Marking criteria was clear and marks were awarded to the expected standards at each level.

Conduct of the Examination/Awards Board

5a: Did you:	Y	N
Attend the examination/awards board?	Y	
If “Yes”, how many and which ones? Attended all but one		
5b: Conduct of the Board:	Y	N
Were the Boards you attended conducted in accordance with the University Assessment Regulations, including procedures relating to students with concessions?	Y	
Were you satisfied with the recommendations of the Board?	Y	
If “No” to any of the above, please comment below:		

Academic Standards of the Programme

6a. Do the modules that you sample allow students to develop relevant skills (e.g., cognitive skills, practical skills, transferable skills and professional competences)? If “No”, please comment:	Y	
The program holds ACCA accreditation/exemption for numerous courses. In addition, each course has besides knowledge and understanding also intellectual and general and transferable skills		

6b. Is the module/programme design, delivery and assessment informed by up-to-date research or professional practice and/or by current developments in teaching and learning, within the discipline or sector? If “No”, please comment:	Y	
The curriculum reflects a mixture of current research and debate, making it relevant and authentic		
6c. Does the curriculum design and assessment strategy enable students to meet the programme learning outcomes? If “No”, please comment:	Y	
A wide range of learning resources are used such as TED talks, peer feedback, role play, simulation etc which enable students with different learning styles to meet the program learning outcomes		
6d. How well does the programme/module, in your opinion, prepare graduates for employment or further study?		
The program prepares students well for employment through different learning methods, varied assessments as well as professional accreditation		

Areas of Good Practice

7a. Are there are particular features of student assessment that you would like to highlight as being innovative?
Group work with the video presentations can add an innovation
7b. Are there are any particular areas of good practice in relation to standards and assessment processes that would be worthy of dissemination to a wider audience?
How to work with video presentations in an effective manner

Other Comments

8a. Do you have any suggestions for ways in which the University would enhance the student learning experience?

Consider if extra specific subject support could be offered to students as needed. Students may or may not choose to take it up, but it could enhance the student experience.

8b. Do you have any other comments to make on areas not covered elsewhere in this report?

Program enhancement has taken place with full review of program structure

Signed: Patricia Perlman-Dee

I understand that this report (in full or part) will be available to students and staff.

Date: 16/02/23

Please return this report by email to Head of Awards & Standards Assurance at the University of Law, Carl Anderson (carl.anderson@law.ac.uk) following the final Examination Board. Annual fees are paid on receipt of this report.