

ANNUAL COURSE REVIEW REPORT

COURSE INFORMATION:		
Course code	Course Title	Course Co-ordinator
AC1516	Accounting Principles	Dr Sarah Jane Smith
Period of review: (1 st / 2 nd half session (or summer term for PGT) and academic year)	2 nd Half session	
No. students registering:	69	
No. students withdrawing:	10 (C7 / Suspended / Withdrawn)	
Pass Rate (%) based on first attempt and excluding any C7, NP, GC or MC:	81%	

COURSE APPRAISAL:	
a) PASS RATE: Please provide a reflective commentary on the pass rate	
<p>AC1516 is a new course this year. It replaces AC1515 which was the introductory to financial accounting and management accounting course open to all students in the business school and from other schools. AC1516 is a dedicated course for students on accountancy programmes and the cohort this year also includes a small number of other students interested in studying the technical detail including double-entry book-keeping.</p> <p>Grades appear reasonably well distributed, and some students have put in substantial effort which is reflected in their exam performance. The 11 students who failed achieved very low marks in the exam, receiving zero marks across a number of questions.</p>	
b) STRENGTHS: What worked well in the course (e.g. with respect to assessment, feedback on assessment, teaching methods, opportunity to develop graduate attributes)? You should use student feedback gathered by any method, which could include the Course Feedback Form, SSLC meetings, informal feedback during classes, mid-term evaluations, as well as feedback from external examiners, Programme Advisory Boards, Professional and Statutory Bodies and the teaching team if available.	
<p>Nobody volunteered as a course rep and feedback is based on the response from 9 students completing course evaluation forms.</p> <p>In terms of course specific resources, students appreciated the lectures showing multiple examples which helped to understand the concepts that were being covered and also the pace of the tutorial work. Power point slides were clear and concise; and tutorials provided full topic coverage with solutions. Students found the layout of the course and my Aberdeen easy to follow and straightforward, with clear instructions. Students found recorded lectures to be helpful.</p> <p>Students liked that the course work had a natural progression, and questions were answered by the lecturer in a positive manner. Students liked practising problem-solving skills and learning more about businesses and their principles.</p>	
c) WEAKNESSES: What did not work well in the course (e.g. with respect to assessment, feedback on assessment, teaching methods, opportunity to develop graduate attributes)? You should use student feedback gathered by any method, which could include the Course Feedback Form, SSLC meetings, informal feedback during classes, mid-term evaluations, as well as feedback from external examiners, Programme Advisory Boards, Professional and Statutory Bodies and the teaching team if available	
<p>Lecture attendance was very poor. However, students were provided with lecture recordings and the timing of the double lecture late in the day could be a potential explanation.</p> <p>Some students disliked the volume of information and the fact that slides did not contain every detail spoken during the lecture.</p>	
d) IDENTIFIED GOOD PRACTICE: Reflect on any new/innovative or particularly effective teaching or assessment methods. Indicate whether this good practice has been disseminated more widely within the School, University or outside of the University	
<p>Holding several MC tests at regular intervals during the duration of accountancy courses has been adopted to encourage motivation and engagement. Providing students with a specimen exam paper and holding a revision lecture based around the paper, and providing exam advice has assisted in the exam preparation process.</p>	
e) DECOLONISING THE CURRICULUM: Reflect on issues of decolonising the curriculum and their application within this course, for example, including the decolonising agenda, and the anti-racist curriculum.	

Technical quantitative accounting course, no decolonising the curriculum issues.
f) EQUALITY, DIVERSITY AND INCLUSION: Reflect on issues of equality, diversity and inclusion within the course, for example, EDI issues raised by way of Student-Staff Liaison Committee.
No issues raised.

COURSE DEVELOPMENT:		
a) EVALUATION OF CHANGES MADE THIS YEAR: Evaluate any changes implemented during this year as a result of feedback from previous years. Changes made that were not successful are just as important as changes that have been successful.		
N/A New course for 23-24		
b) PROPOSED CHANGES FOR NEXT YEAR: Summarise changes planned in the light of this review		
Expanding the duration of the window for completing MC tests based on student comments.		
c) APPROVAL:		
Will approval be needed to make changes to the course using the Curriculum Management System?	YES	NO X

Signed: Sarah Jane Smith Date: 20 May 24
(Course Co-ordinator)

COPIES OF THIS FORM SHOULD BE:

1. UPLOADED TO THE [QUALITY AND PLANNING SHAREPOINT SITE](#) AS SOON AS POSSIBLE FOLLOWING COMPLETION OF THE COURSE. DEADLINES WILL BE DETERMINED BY THE SCHOOL, WITH AN OVERALL CENTRAL DEADLINE OF **31 AUGUST** (UG) AND **30 NOVEMBER** (PG)
2. PUBLISHED TO STUDENTS AND STAFF VIA MYABERDEEN
3. CONTRIBUTE TO THE ANNUAL PROGRAMME REVIEW

* Phase Co-ordinator for the MBChB curriculum; Interdisciplinary Degree Programme Co-ordinator, or Vice-Principal (Education) where appropriate.