

**The University of Leeds**  
**EXTERNAL EXAMINER'S REPORT**  
**ACADEMIC YEAR: 2012– 2013**

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

Faculty / School of:

LUBS / Business School

Subject(s):

*ECON*

Programme(s) / Module(s):

LUBS1125	Economic Institutions (Labour)
LUBS1950	Economic Theory & Apps 1
LUBS2040	Theories of Growth, Val & Dist
LUBS2280	Macroeconomic Policy and Performance in Britain
LUBS2590	Labour Economics
LUBS2610	Intermediate Macroeconomics
LUBS3010	International Trade
LUBS3011	Issues in Economic Growth
LUBS3300	Economics Dissertation
LUBS3430	Modern Theories of Money
LUBS3505	Advanced Macroeconomics
LUBS3560	Global Economic Coordination and Governance
LUBS3570	Current Topics-Euro Integratio

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

**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](mailto:exexadmin@leeds.ac.uk).

Alternatively you can post your report to: **Head of Academic Quality and Standards**  
Academic Quality and Standards Team  
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

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?

**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

## 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 aims and LO are appropriate

**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

**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 appropriate. The quality of teaching and learning is generally very high.

**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 were given adequate opportunity to demonstrate their knowledge.  
I have not noticed any substantial difference to previous years.

**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.*

n/a

**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.*

## For Examiners involved in mentoring arrangements

**8. 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

**9. 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.*

10. 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

11. 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?

I was provided with all draft exams/assessments. Their nature and level was appropriate.

12. 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. In some cases I have made specific comments.

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

The Subject choice for dissertation subjects was appropriate. The method and standard of assessment were appropriate.

14. 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 arrangements were satisfactory and generally very efficient.

15. 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**

Overall, the department of Economics offers its students a set of excellent courses. They are certainly among the best in the country and are generally delivered and at a very high level. They often incorporate materials from recent academic research. They are distinct in that they expose a wider variety of economics paradigms than is the case in many other economics departments.

30<sup>th</sup> Aug 2013

<>

***Reference: External Examination Report 2012-13***

Dear <>,

Thank you for your report as external examiner for the academic year 2012-13 in respect of the HRM programmes.

I am pleased to note that you comment on the very high quality of teaching and learning in the economics division as well as the distinction of it in exposing a wider variety of economics paradigms than is the case in many other economics departments.

In response to feedback from previous years, we invited External Examiners to the Business School on the day prior to Exam Board in an attempt to allow examiners dedicated time to scrutinise assessed coursework and exam scripts. The feedback we have received in relation to this new approach has been very positive and we will look to repeat the format next year.

On behalf of the Division may I again thank you for your suggestions and for your comments on our modules, our programmes, and our examining. 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