

The University of Leeds
EXTERNAL EXAMINER'S REPORT
ACADEMIC YEAR: 2013– 2014

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

Faculty / School of:

Leeds University Business School

Subject(s):

Programme(s) / Module(s):

HECN2010	Introduction to Health Economics
HECN3010	Introduction to the Economic Evaluation of Health
LUBS0010	Foundations of Economics
LUBS1060	Personal Tutorials for Econ
LUBS1070	Personal Tutorials for E&M
LUBS2140	Intermediate Microeconomics
LUBS2665	Economics of Innovation
LUBS3005	Advanced Microeconomics
LUBS3330	Economic Development
LUBS3365	Environmental Economics
LUBS3435	Public Enterprise & Regulation
LUBS3785	The Economics of Unions
MECH2640	Economics & Management (Economics)

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

Economics

Name and home Institution / affiliation of Examiner**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.

Alternatively you can post your report to:

Head of Quality Assurance
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

. N/A

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?

N/A

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 intended learning outcomes and the standard of examination are comparable to those of similar Russell group universities.

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 balance across modes of examination continues to be excellent. The distribution of marks across students within modules and across modules is satisfactory and student performance is indicative of high quality of teaching, learning and assessment.

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 perform well across both standard (and more technical) examinations, essay type assessments and oral presentations. The marks awarded for oral presentations and group projects are, expectedly, higher than those of exams and essays and hence are (appropriately) given smaller weights in the overall mark.

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.

There is a clear improvement in the assessment process compared to previous years. Across the majority of modules, there is now a clear explanation of how marks were agreed between the first and the second marker; occasionally both markers provide detailed comments within the scripts themselves.

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.

The curriculum design is clearly research lead and in line with the cutting edge literature in each respective area.

8. Where the programme forms part of an Integrated PhD, please comment on the appropriateness of the programme as training for a PhD

The undergraduate programs provide sufficient training for subsequent post-graduate studies.

For Examiners involved in mentoring arrangements

9. 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

10. 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.

Yes

11. 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. Policies, procedures and duties are coherent

12. 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?

Yes. The nature and level of questions was appropriate.

13. 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, assessed work provided was sufficient. The marking and annotation has improved significantly since last year and there is sufficient transparency in the examination process.

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

N/A

15. 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. Unfortunately, I was not able to attend the meeting this year. I found last year's work of the Board of Examiners satisfactory.

16. 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

N/A

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1st September 2014

Reference: External Examination Report 2013-14

Dear <>

Thank you for your report as external examiner for the academic year 2013-14 in respect of the *Economics* programmes.

I am pleased to note that you see a clear improvement in the assessment process compared to previous years and noticed that our curriculum design is clearly research led and in line with the cutting edge literature in each respective area.

On behalf of the Business School may I again thank you 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 at next year's examination board.

Yours sincerely

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Dean, Leeds University Business School

The University of Leeds
EXTERNAL EXAMINER'S REPORT
ACADEMIC YEAR: 2013– 2014

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

Faculty / School of:

Leeds University Business School

Subject(s):

Programme(s) / Module(s):

LUBS1240	Maths&Stats For Bus&Ec 1
LUBS1610	Research Skills for Economists
LUBS1940	Economics For Management
LUBS2050	Industrial Economics
LUBS2185	Mathematics for Business
LUBS2230	Maths for Business & Econ's 2
LUBS2420	Business Economics
LUBS2500	Applied Economics
LUBS2570	Introduction to Econometrics
LUBS2670	Stats for Business & Econ 2
LUBS2675	How to be a Policy Econ
LUBS2680	Ethics and Economics
LUBS2685	Statistics for Managers
LUBS3340	Economics of Famines
LUBS3930	Economics: Bus & Corp Strategy

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

Economics
Management**Name and home Institution / affiliation of Examiner****Completed report**

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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

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

During the period I have been EE at LUBS for Economics and Management, I could notice a considerable increase in the quality of the administrative process. The procedures were made tighter and effective, and communication flowed very easily. Some new modules were introduced, and those were mainly designed to enhance the provision of employability skills for the students. This is indeed one of the strong points in the way the Degree Programmes are designed: a thorough, well rounded set of academic and general skills are an integral part of the degrees. It was interesting to notice how each module convenor paid particular attention in using alternative assessment methods suitable for the acquisition of relevant skills. It was also very comforting to notice that the module convenors adapted to my requests very quickly, so that remarks made in the first year did not need to be reinstated in subsequent year .

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 range of Aims and ILOs pursued by the Programmes at LUBS is certainly commensurate with the national standards expected for a degree in Economics and Management.

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.*

In addition to preparing the students with a modern set of academic skills and notions, the Programmes have incorporated a number of modules that allow students to acquire valuable employability skills. Some modules are specifically meant to bridge the gap between the traditional academic preparation and the work as an economist in a public governmental agency.

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.*

Modules adopt a variety of assessment methods, and these are designed to test students' ability to apply a range of skills in their analytical work. While most modules adopt the traditional combination of coursework plus exam, there are some modules which are fully assessed via a project/essay; some other modules include assessment of oral presentations; other modules make extensive use of class tests, which are appropriate given the highly quantitative content of such courses.

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.*

Quality of students at Leeds is high, as the admission criteria indicate. Nonetheless, the Programmes at LUBS allow the students the possibility to gain added value from their investment in education. Quantitative skills are enhanced by the attendance of modules in Statistics, Maths and Econometrics; the progression of Economics modules is such that final year students are offered the chance to learn about some of the most recent issues in economic analysis.

5. For Examiners responsible for programmes that include clinical practice components, please comment on the learning and assessment of practice components of the curriculum

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.

The good and innovative practice comes from some of the new modules, for instance, Research Skills for Economists, How to be a Policy Econ, Ethics and Economics, which are designed to complement the traditional skills for which an economist is always expected to receive training. Of course, there is also good practice in other modules: I particularly think highly of the quantitative methods modules, which are thorough and competently designed.

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.

Research, and the research interest of module convenors, is always in the backdrop of every good module. Without entering specific examples, there is clear evidence that LUBS modules adopt and benefit from a research-led environment.

8. Where the programme forms part of an Integrated PhD, please comment on the appropriateness of the programme as training for a PhD

For Examiners involved in mentoring arrangements

9. If you have acted as a mentor to a new External Examiner or have received mentor support please comment here on the arrangements

The Examination/Assessment Process

10. 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.

The administrative process and its procedures are among the best I have come across in my activity as EE. I follows that I have always received the best support to allow me to fulfil my role.

11. 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.

The use of electronic communication is carried out very effectively, and so I have always received all the relevant documentation I needed. A possible future innovation, from which I will not be able to benefit, could be a more extensive use of "cloud computing" and storage, that is, the use of Dropbox and/or Google Drive to share folders containing all the relevant information for a module.

12. 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?

The content of each module is extremely appropriate, and, as mentioned above, perfectly suitable for the modules' Aims and ILOs. I have received all the draft examination papers well in time, and given ample opportunity to make comments. When I did, the response was prompt and exhaustive.

13. 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?

The sample scripts I received showed a wide range of marks in each module. Generally the scripts were clearly marked and annotated, although in the circumstances when they were not (for instance, second marking was not clearly indicated) I specified this in the comments to the module submitted with the mark sheet.

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

As I discussed above, the project module is extremely well designed and offers the opportunity to address many relevant contemporary issues in economics.

15. 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?

The BoE is extremely thorough and careful in its examination of specific cases. This is based on previous years' experience, since this year my new role at Keele University as Head of the Economics and Finance group made it impossible for me to take part.

16. Were appropriate procedures in place to give due consideration to mitigating circumstances and medical evidence?

I did not take part this year, but in previous year the analysis of such cases was extremely well managed.

Other comments

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

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1st September 2014

Reference: External Examination Report 2013-14

Dear ◇,

Thank you for your report as external examiner for the academic year 2013-14 in respect of the *Economics* programmes.

I am pleased to hear that you noticed a considerable increase in the quality of the administrative process and actually think of them as the best you have come across in your role as external examiner. I am also glad that our module leaders reacted to your critical comments quickly and satisfactorily. Moreover, I am delighted that you confirm the high quality and constant improvement of our programmes. As you noted, we have incorporated a number of modules that allow students to acquire valuable employability skills.

With regard to your suggested possible future innovation to use “cloud computing” and storage, whilst we would be keen to do this we do have to work within the University’s data sharing regulations and so will take this forward at institutional level.

On behalf of the Business School 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 over the last three years

Yours sincerely

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Dean, Leeds University Business School

The University of Leeds

EXTERNAL EXAMINER'S REPORT

ACADEMIC YEAR: 2013– 2014

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

Faculty / School of:	Leeds University Business School	
Subject(s):		
Programme(s) / Module(s):	LUBS1950	Economic Theory & Apps 1
	LUBS2040	Theories of Growth, Val & Dist
	LUBS2280	Macroecon. Pol. & Perf in Brit
	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 Econ Coordination & Gov
	LUBS3570	Current Topics-Euro Integratio
	LUBS3925	The Political Economy of Work
Awards (e.g. BA/BSc/MSc etc):	Economics	

Name and home Institution / affiliation of Examiner**Completed report**

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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

n/a

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

My experience as an external examiner has been a very pleasant one. Communication was effective and clear.

I have noticed that my comments in particular modules and also in the external examining process have been taken into account.

The standards are high in the classes that I have examined and marking has been consistent and fair. I did not get the impression that marking standards have become more strict.

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.*

ILOs 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.*

Assessment methods are appropriate

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.*

yes

5. For Examiners responsible for programmes that include clinical practice components, please comment on the learning and assessment of practice components of the curriculum

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.

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.

Among the classes I have look at the following stand out as non-standard classes that are informed by research (rather than following a textbook).

LUBS2040	Theories of Growth, Val & Dist
LUBS2280	Macroecon. Pol. & Perf in Brit
LUBS3560	Global Econ Coordination & Gov
LUBS3570	Current Topics-Euro Integratio
LUBS3925	The Political Economy of Work

8. Where the programme forms part of an Integrated PhD, please comment on the appropriateness of the programme as training for a PhD

n/a

For Examiners involved in mentoring arrangements

9. 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

10. 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.

yes

11. 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.

I have particularly noticed that the internal moderation form has been revised. The present version does give the external examiner a better understanding of the internal moderation.

12. 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?

yes

13. 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

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

yes

15. 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

16. 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

Let me conclude by saying that I am overall very impressed with the work of students and the energy and enthusiasm of the staff at the Economics section. The classes are of consistently high quality, use up-to-date material and make a strong effort to engage with students. The assessment and marking process is clear, consistent and fair.

I also want to emphasise that the Economics courses at Leeds are quite unique in that they offer a high degree of practical and economic policy orientation and that many of them offer a richer set of theoretical perspectives than would be the case at most universities in the UK. This is important at the time when there has been an internationally coordinated protest by economics students who criticise the excessive formalism and intellectual narrowness of how economics is taught. Leeds is well positioned to claim a unique niche of offering a high-class degree at the same time as it offers a richer menu to students than comparable institutions.

I also want to commend the administrative staff who have made being an external at Leeds a pleasant and smooth experience.

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29th September 2014

Reference: External Examination Report 2013-14

Dear <>,

Thank you for your report as external examiner for the academic year 2013-14 in respect of the Accounting & Finance programmes.

I am pleased to note that your experience as an external examiner has been a very pleasant one and that you can attest us research based teaching, strong efforts to engage with our students and high standards in our classes and that our marking has been consistent and fair. I am also pleased that you praise the high degree of practical and economic policy orientation of our modules and that many of them offer a richer set of theoretical perspectives than would be the case at most universities in the UK. You also noted that we improved the transparency of our internal moderation process. Thank you for your advice in this area!

Following the success of last year's Validation Day, we again invited External Examiners to the Business School prior to Exam Board in an attempt to allow examiners dedicated time to scrutinise assessed coursework and exam scripts. I hope you found this useful and I am open to any feedback or suggestions on ways in which this may be improved.

On behalf of the Business School 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 over the last several years.

Yours sincerely

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Dean, Leeds University Business School