

The University of Leeds
EXTERNAL EXAMINER'S REPORT
ACADEMIC YEAR: 2014– 2015

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

Faculty / School of:	Leeds 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

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?

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 structure and content of the programs are comparable to those of highly ranked universities not only within the UK, but also in the rest of Europe and North America.

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 and there is a nice combination of quantitative as well as essay based types of assessment. Since the start of my role as external examiner, there has been an improvement in the documentation of how marks are agreed.

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, there are adequate opportunities to demonstrate achievement. Availability of a wide range of modules and assessment methods allows students with different types of academic strengths to excel.

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.

The largest achievement has been in the documentation of assessment feedback, both by the module leader and main examiner and across different examiners for given modules.

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 content of all modules I have examined is consistent with cutting edge research in the given areas.

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 received all necessary documentation related to marking criteria. Where relevant, I had access to module handbooks.

- 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, scripts were clearly marked

- 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?**

All arrangements were satisfactory. Unfortunately, I was not able to attend the Board of Examiners this summer.

- 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

Leeds University Business School

Maurice Keyworth Building
University of Leeds
Leeds LS2 9JT



UNIVERSITY OF LEEDS

W business.leeds.ac.uk

Thursday, 28 January 2016

Reference: External Examination Report 2014-15

Dear

Thank you very much for your Examiner's Report for the UG economics programmes. We are very pleased with your comments on our programme. In particular, you observed our largest achievement has been in the documentation of assessment feedback, both by the module leader and main examiner and across different examiners for given modules.

As your tenure is coming to an end after 3 years of service as external examiner on the UG economics programmes, we would like to take this opportunity to thank you for your work.

Yours sincerely

Dean, Leeds University Business School

World Ranked – Triple Accredited – Award Winning



The University of Leeds
EXTERNAL EXAMINER'S REPORT
ACADEMIC YEAR: 2014– 2015

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

Subject(s):

Programme(s) /
Module(s):

Business		
<i>Economics</i>		
LUBS2500	Applied Economics	3,000 word project
LUBS1260	Mathematics for Economics and Business 1	1.5 hour exam MCQ
LUBS1270	Statistics for Economics and Business 1	1.5 hour exam MCQ
LUBS1280	Mathematical Economics	2 hour exam (30% mid-term MCQ / 70% May part MCQ)
LUBS1610	Research Skills for Economists	3,000 word assignment
LUBS1940	Economics For Management	3 hour exam MCQ
LUBS1940	Economics For Management	4 x mid term MCQ tests
LUBS1950	Economic Theory & Applications 1	3 hour exam MCQ
LUBS2050	Industrial Economics	2 hour exam
LUBS2230	Mathematics for Business & Economics 2	2 hour exam (part MCQ)
LUBS2420	Business Economics	2 hour exam (2 booklets)
LUBS2570	Introduction to Econometrics	1 hour exam (part MCQ)
LUBS2670	Statistics for Business & Economics 2	2 hour exam MCQ
LUBS2675	How to be a Successful Policy Economist	Group Project
LUBS2675	How to be a Successful Policy Economist	1 hour exam
LUBS2675	How to be a Successful Policy Economist	Tutorial Performance
LUBS2680	Ethics and Economics	1 page proposal
LUBS2680	Ethics and Economics	2,500-3,000 word assignment
LUBS2680	Ethics and Economics	Tutorial Performance
LUBS2680	Ethics and Economics	Presentation
LUBS3010	International Trade	2 hour exam (part MCQ)

LUBS33 40	Economics of Famines	3,000 word assignment
LUBS33 40	Economics of Famines	3,000 word assignment
LUBS35 70	Current Topics in European Integration	2 hour exam
LUBS39 30	Economics of Business & Corporate Strategy	1.5 hour exam
LUBS39 30	Economics of Bus & Corp Strategy	1.5 hour exam (Jan)
Awards (e.g. BA/BSc/M Sc etc):		
BA and BSC Econ/Business		

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

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?

Yes

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

n/a

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 commensurate with the degree awarded.
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 assessments have been designed in a way which is appropriate to the ILOs and the marking is of the appropriate standard. The varied nature of assessment allows for testing a broader understanding of the subject.
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, and the marks distribution is appropriate.
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.*
- I cannot comment as this is my first year
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.*
- There are modules that require students to undertake independent research (e.g. Ethics and economics and economic famines) and the quantitative modules reflect the current rigour in this area.
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.*
- Access to materials is sufficient and queries are dealt with appropriately.

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

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 and the level were appropriate and minor suggestions were dealt with promptly.

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 and marking was clear.

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

I did not look at dissertations but the essay based modules had appropriate topics and the method and standard of assessment was appropriate.

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 and I was able to attend the meeting and was satisfied with the recommendations.

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

Overall, I have a very positive experience, the standards are appropriate and the students also get a chance to apply their knowledge to policy which is commendable. The administrative staff are also co-operative and efficient.

Maurice Keyworth Building
University of Leeds
Leeds LS2 9JT

W business.leeds.ac.uk



UNIVERSITY OF LEEDS

Thursday, 28 January 2016

Reference: External Examination Report 2014-15

Dear

Thank you very much for your Examiner's Report for the UG economics programmes. We are very pleased with your comments on our programme. In particular, you observed that our students get a chance to apply their knowledge to policy which you found commendable and that we have modules that require students to undertake independent research (e.g. in the modules Ethics & Economics and Economics of Famines) and that the quantitative modules reflect the current rigour in this area.

On behalf of the Division may I again thank you for your suggestions and comments. 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

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