

The University of Leeds
EXTERNAL EXAMINER'S REPORT

ACADEMIC YEAR: 2016-17

Part A: General Information

Subject area and awards being examined

<i>Faculty / School of:</i>	Business
<i>Subject(s):</i>	<i>Economics</i>
<i>Programme(s) / Module(s):</i>	LUBS1260 Mathematics for Economics and Business 1 LUBS1270 Statistics for Economics and Business 1 LUBS1280 Mathematical Economics LUBS1610 Research Skills for Economists LUBS1940 Economics For Management LUBS2050 Industrial Economics LUBS2230 Mathematics for Business & Economics 2 LUBS2420 Business Economics LUBS2500 Applied Economics LUBS2570 Introduction to Econometrics LUBS2670 Statistics for Business & Economics 2 LUBS2675 How to be a Successful Policy Economist LUBS3930 Economics of Bus & Corp Strategy LUBS3340 Economics of famine LUBS3370 Applied Econometrics
<i>Awards (e.g. BA/BSc/MSc etc):</i>	BA and BSC Econ/Business

Part B: Comments for the Institution on the Examination Process and Standards

Points of innovation and/or good practice

The degree programme continues to have a high standard and core modules are at the appropriate level with a few more applied modules to give students a flavour of how economics can be used in policymaking

Enhancements made from the previous year

None in particular

Matters for Urgent Attention

None

For Examiners in the first year of appointment

1.	Were you provided with an External Examiners Handbook?	Y / N
2.	Were you provided with copies of previous relevant External Examiners' reports and the response of the School to these?	Y / N
3.	Were you provided with a External Examiner Mentor?	Y / N

For Examiners completing their term of appointment

4.	Have you observed improvements in the programme(s) over the period of your appointment?	Y / N
5.	Has the school responded to comments and recommendations you have made?	Y / N
6.	Where recommendations have not been implemented, did the school provide clear reasons for this?	Y / N
7.	Have you acted as a External Examiner Mentor?	Y / N

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

8.	Is the overall programme structure coherent and appropriate for the level of study?	Y
9.	Does the programme structure allow the programme aims and intended learning outcomes to be met?	Y
10.	Are the programme aims and intended learning outcomes commensurate with the level of award?	Y
11.	Did the Aims and ILOs meet the expectations of the national subject benchmark (where relevant)?	Y
12.	Is the programme(s) comparable with similar programmes at other institutions?	Y

Please use this box to explain your overall impression of the programme structure, design, aims and intended learning outcomes.

Programme structure and design is appropriate and consistent with the intended learning outcomes.

13.	Is the influence of research on the curriculum and learning and teaching clear?	Y
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Please explain how this is/could be achieved (examples might include: curriculum design informed by current research in the subject; practice informed by research; students undertaking research)

Students undertake independent research in at least two modules that I have looked at.

14.	Does the programme form part of an Integrated PhD?	N
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Please comment on the appropriateness of the programme as training for a PhD:

N/A

15.	Does the programme include clinical practice components?	N
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Please comment on the learning and assessment of practice components of the curriculum here:

N/A

16.	Is the programme accredited by a Professional or Statutory Regulatory Body (PSRB)?	N
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Please comment on the value of, and the programme's ability to meet, PSRB requirements here:

N/A

Assessment and Feedback

17.	Does the programme design clearly align intended learning outcomes with assessment?	Y
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Please comment on the assessment methods and the appropriateness of these to the ILOs, in particular: 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.

18.	Is the design and structure of the assessment methods appropriate to the level of award?	Y
19.	Were students given adequate opportunity to demonstrate their achievement of the programme aims and intended learning outcomes?	Y

Please comment on 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:

The academic standard is appropriate, student performance is on the whole excellent and comparable with other Russell group universities offering similar degrees.

Please use this box to provide any additional comments you would like to make in relation to assessment and feedback:

The assessments have been designed in a way which is appropriate to the module objectives. The marking is of the appropriate standard. The assessment methods are varied and allows for testing a broader understanding of the subject.

The Progression and Awards Process

20.	Were you provided with guidance relating to the External Examiners role, powers and responsibilities in the examination process?	Y
21.	Was the progression and award guidance provided sufficient for you to act effectively as an External Examiner?	Y
22.	Did you receive appropriate programme documentation for your area(s) of responsibility?	Y
23.	Did you receive appropriate module documentation for your area(s) of responsibility?	Y
24.	Did you receive full details of marking criteria applicable to your area(s) of responsibility?	Y
25.	Were you provided with all draft examination papers/assessments?	Y
26.	Was the nature and level of the assessment questions appropriate?	Y
27.	Were suitable arrangements made to consider your comments on assessment questions?	Y
28.	Was sufficient assessed work made available to enable you to have confidence in your evaluation of the standard of student work?	Y
29.	Were the examination scripts clearly marked/annotated?	Y
30.	Was the choice of subjects for final year projects and/or dissertations appropriate? I did not examine any	Y / N
31.	Was the method and standard of assessment appropriate for the final year projects and/or dissertations? As above	Y / N
32.	Were the administrative arrangements satisfactory for the whole process, including the operation of the Progression and Awards Board?	Y
33.	Were you able to attend the Progression and Awards Board meeting?	N
34.	Were you satisfied with the recommendations of the Progression and Awards Board?	Y / N

35.	Were you satisfied with the way decisions from the School Special Circumstances meeting were communicated to the Progression and Awards Board?	Y / N
<i>Please use this box to provide any additional comments you would like to make on the questions above:</i>		

Other comments

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

Overall, like last year 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. Turnaround time continues to be tight.

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UNIVERSITY OF LEEDS

Monday, 5th February 2018

Dear

Thank you very much for your Examiner's Report for the economics programmes. We are very pleased with your comments on our programmes. In particular, noticing the high standard in our core and your positive statement about the provision of applied modules to give students a flavour of how economics can be used in policymaking.

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

World Ranked – Triple Accredited – Award Winning