

External Examiners Report

External Examiner Details

External Examiner Code EX20069

Title PROFESSOR

First Forename

Family Name

External Examiner Appointment Details

Academic Year 15/16

Date of Examiners Board 29 June 2016

Report Due Date 30/Jun/2016

Report Submission date 30/Jun/2016

Appointment Description

BSc Economics

BSc Economics & Industrial Organisation

BSc Economics, Politics & International Studies

Diploma in Economics

Degree(s) Examined (a) BSc Mathematics and Economics (GL11) (b) BSc Economics (L100) (c) BSc Economics with Study Abroad (L103) (d) BSc Economics and Industrial Organization (L116)

Number of Candidates Examined

External Examiners Report Questions and Responses

1. The standards demonstrated by the students:

There was a full range of standards demonstrated by the students. Students achieving the highest grades demonstrate a very good knowledge and understanding of economic concepts and principles and ability to solve problems in game theory, information economics, and general equilibrium.

2. The extent to which standards are appropriate for the award or award element under consideration:

The standards achieved are appropriate for the awards given and match the benchmarking statements in economics (2015) provided by the Quality Assurance Agency. As one external examiner, I only see part of the whole programme, however, I am satisfied that the benchmarking standards are met. In particular, I see evidence that there is understanding of economic concepts, principles and tools; understanding of distinctive economic theories, interpretations and modelling approaches, and their competent use; proficiency in quantitative methods and computing techniques and know how to use these techniques and methods effectively across a range of problems; knowledge of how to apply economic reasoning to policy issues in a critical manner.

3. The design, structure and marking of assessments, including any good practice observed:

Courses are well-designed and examinations assessments are carefully prepared. The courses are well organised and there is an obvious progression in modules that builds upon understanding of modules developed at previous levels.

Marking of assessments is carefully done and it is good to see marks on scripts that allow the external examiner to understand the marking schemes.

4. The procedures for assessments and examinations:

5. Whether or not External Examiners have had sufficient access to, and the power to call upon any material needed to make the required judgements:

Yes.

Where marks have been moderated by an adjustments process, it would be useful to have details of the moderation process and its rationale.

6. Where possible, students' performance in relation to their peers on comparable courses:

The performance and standards achieved by students at Warwick are comparable and consistent with the performance and standards achieved by students at my own institution.

7. The coherence of the policies and procedures relating to External Examiners and their consonance with the explicit roles required of them:

Policies and procedures were clearly communicated.

It is clear that great care is taken to treat every individual student fairly and equally.

I saw a very appropriate number and sample of scripts to form a good judgement as to overall standards of achievement.

8. The curriculum, its aims, content and development, including any good practice observed:

--

9. Resources as they impact upon student performance in assessments:

--

10. The basis and rationale for any comparisons of standards made:

--

11. The strengths and weaknesses of the students as a cohort:

From the range of modules I saw, students as a whole are well versed in problem solving in a range of topics in economic theory including game theory, moral hazard, adverse selection optimisation, regulation and market structure. The nature of these problems is that they can be quite binary and a couple of modules had bi-modal distributions with a large number of very good and full answers and some that failed to solve the problems asked. Having questions that allow some general observations on the interpretation of models, how they can be applied or why they might be limited is likely to help at both ends by increasing the discrimination at the top end but also allowing students unable to solve the problems set to more easily demonstrate what they have understood.

12. The quality of teaching and learning methods which may be indicated by student performance including any good practice observed:

There evidence from the performance on some challenging exam papers is that the standards of teaching and learning are high.

**13. The functioning of the collaboration between the University and partner institution(s)
(for collaborative courses only):**

N/A.

14. Any recommendations you may have:

A brief report from the internal examiners as to performance on the assessments including perhaps distributions for individual questions and details of any moderation would probably be very helpful to external examiners.

15. Whether any issues raised by you previously have been or are being addressed:

N/A. First year in role.