

The University of Leeds
EXTERNAL EXAMINER'S REPORT
ACADEMIC YEAR: 2010– 2011

PART A: GENERAL INFORMATION*Subject area and awards being examined:*

School of: LAW Programme(s) / Module(s): Intro to Law of Obligations (LAW 1075); Animal Law (LAW 3350); Torts Law (Law 5710M); Contract Law (LAW 5700M); Contract (LAW 103001); Tort (LAW 110001); Tort (251001); Dissertation (LAW 5780M); Dissertation (LAW 3320); Legal Skills (LAW 1160)	Subject(s): LAW awards: (e.g. BA/BSc/MSc etc.) Various.
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The completed report should be attached to an e-mail and sent as soon as possible, and no later than 6 weeks after the relevant meeting of the Board of Examiners, to 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?

No.

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.*

The modules which I externally examined were pitched at an appropriate level.

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: absolutely no concerns here.

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.*

Entirely appropriate. I was particularly impressed by the range and contents of assessment tasks on the Legal Skills module.

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: the assessments were very well drafted in this respect.

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. 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. 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.

This was clearly evidenced in the content of the modules which I externally examined. Student research was also evident in, for example, the dissertations.

The Examination Process

8. **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.

9. **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?**

- *The coherence of the policies and procedures relating to external examiners and whether they match the explicit roles they are asked to perform.*

Yes.

10. **Was sufficient assessed/examination work made available to enable you to have confidence in your evaluation of the standard of student work?**

Yes: in addition I was always offered extra scripts etc if needed.

11. **Were the administrative arrangements satisfactory for the whole process, including the operation of the Board of Examiners?**

Yes: the Examination Board was conducted in an exemplary manner; it was efficient, fair and highly professional.

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

I was not involved directly with this aspect of the examination process but I have absolutely no concerns on this issue.

For Examiners involved in Mentoring Arrangements

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

Other Comments

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

I was very impressed by the moderation procedures and the action taken following moderation (e.g. in relation to the Contract Law module).

11 October 2011

Dear <<>>

I am writing to formally acknowledge receipt of your external examiner's report for the 2010-11 academic year and to thank you for the supportive comments you made particularly in regard to the examinations process.

It is, of course, pleasing to note that our assessments standards and examination processes are well received. We are currently reviewing our undergraduate provision to ensure that it is current and delivers the skills we want students to have. It is very helpful to have confirmation that the current standards we apply are appropriate and that our existing provision is what would be expected of a research led Law School as this allows us to move forward confidently.

I thank you also for attending the examination board in June 2011 at a time when academic staff have many competing pressure upon their time, and look forward to working with you in 2011-12.

Yours sincerely

Head of School.

The University of Leeds
EXTERNAL EXAMINER'S REPORT
ACADEMIC YEAR: 2010– 2011

PART A: GENERAL INFORMATION*Subject area and awards being examined:*

School of:	Subject(s):
Programme(s) / Module(s):	awards: (e.g. BA/BSc/MSc etc.)
LLB, LLM	LAW

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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.

I have been an external examiner for 5 years and I have attended all the degree examination boards except for the last one (June 2011). The quality of the assessment and examining process was high when I commenced my time as an external examiner at Leeds but the best qualities I met in my time with the Law School were (a) a willingness on the part of the academic staff to engage fully with me as an external examiner in seeking to meet the highest standards in the whole assessment procedures and processes; (b) excellent internal standards of marking and moderation in accordance with clearly established criteria; (c) an appropriate blend in the methods of assessment of skills and knowledge and (d) an engagement with all the dimensions of the marking scale.

I should also like to mention the administrative staff who ensured that I was fully apprised of, for example, when the scripts would arrive and all other essential aspects of examining.

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.*

Everything was appropriately commensurate

- 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.*

I was pleased by the close consideration given to the appropriate methods of assessment for the different modules in terms of the balance of skills and knowledge.

- 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. 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. 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 at Leeds' Law School continues to blend very effectively research-led teaching and teaching / learning led by developments in pedagogic understanding.

The Examination Process

8. **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

9. **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?**

- *The coherence of the policies and procedures relating to external examiners and whether they match the explicit roles they are asked to perform.*

Yes

10. **Was sufficient assessed/examination work made available to enable you to have confidence in your evaluation of the standard of student work?**

Yes

11. **Were the administrative arrangements satisfactory for the whole process, including the operation of the Board of Examiners?**

I was not able to attend the Board of Examiners and therefore I cannot comment on this aspect for 2010-11. With regard to all other aspects, the administrative arrangements were excellent.

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

For Examiners involved in Mentoring Arrangements

If you have acted as a mentor to a new external examiner or have received mentor support please comment here on the arrangements.

Other Comments

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

11 October 2011

Dear <<<>>>

I am writing to formally acknowledge receipt of your external examiner's report for the 2010-11 academic year and to thank you for the very kind and supportive comments you made particularly in regard to the examinations process. Your appreciation of the work of the support staff in particular will be passed to them.

This was, of course, your last year as an external examiner at Leeds. During that time you have made many very helpful suggestions as to how we might improve learning and teaching at Leeds, specifically the quality and transparency of our assessment processes. I thank you very much on behalf of the School and the University for your dedication to the task and wish you the very best in your retirement

Yours sincerely,

Head of School

The University of Leeds
EXTERNAL EXAMINER'S REPORT
ACADEMIC YEAR: 2010– 2011

PART A: GENERAL INFORMATION*Subject area and awards being examined:*

School of: Programme(s) / Module(s):	Subject(s): awards: (e.g. BA/BSc/MSc etc.)
LAW 1065: Introduction to Criminal Justice	BA: Criminal Justice and Criminology
LAW 1136: Understanding Crime	BA: Criminal Justice and Criminology
LAW 1165: Crime and Social Exclusion	BA: Criminal Justice and Criminology
LAW 1226 Criminal Justice Study skills	BA: Criminal Justice and Criminology
LAW 1171: Crime Prevention and Community Safety	BA: Criminal Justice and Criminology
LAW 2350 Victims, Crime and Restorative Justice	BA: Criminal Justice and Criminology
LAW 2090: Criminology	BA: Criminal Justice and Criminology
LAW 2285: Criminological Research Methods	BA: Criminal Justice and Criminology
LAW 2340: Victims, Crime and Victimology	BA: Criminal Justice and Criminology
LAW 2390: Crime Prevention and Community Safety	BA: Criminal Justice and Criminology
LAW 2420: Youth Crime and Justice	BA: Criminal Justice and Criminology
LAW 3035: Criminal Justice and Criminology Dissertation	BA: Criminal Justice and Criminology
LAW 3136: Penology	BA: Criminal Justice and Criminology

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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?

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.*

In my judgement the learning outcomes and the structure and content of the BA programme in Criminal Justice and Criminology are highly appropriate for, and commensurate with, the level of award.

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.*

The standard of the programme compares very favourably with other top-ranking criminology programmes nationally. The aims and intended learning outcomes for the programme fully meet the subject benchmark statements for Criminology and reflect appropriate academic as well as professional expectations.

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.*

As I have noted in my previous reports, the majority of modules are assessed in a fairly traditional way by essay and/or unseen examination: such modes of assessment are appropriate to the programme ILOs.

The arrangements for marking of the modules appeared to be satisfactory, including internal moderation of marks. As noted in previous reports, I was impressed by the clarity and coherence of the marking criteria (with each module providing guidance on expected content for essays and exam questions where relevant) and the rigorous and consistent application of these criteria by the internal markers.

However, once again I do think that examiners should be encouraged to use a broader range of marks for students who fall within the first class band. First class marks tended to cluster around 70% – 72%. I do appreciate that 72% is considered to be a ‘determinate’ first class grade within the Leeds marking scheme. However when degree classification is so strongly driven by grade point average, really excellent students can be disadvantaged if markers are not prepared to give marks in the mid 70s or higher for clear first class work. As in previous years, this was particularly apparent at the Board of Examiners meeting, when reviewing individual student profiles.

Overall, student performance is indicative of *high* quality teaching, learning and assessment methods. Within the programme the study skills teaching is very impressive and staff should be congratulated for the care and attention which is paid to student learning.

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.*

The overall performance of students compares favourably with other top-ranking criminology programmes nationally.

As in previous years, there was evidence of very high quality work at the top end of the marking range. Again the dissertations were very impressive. The excellent methods training and the breadth and depth of subject coverage within the degree programme as a whole have provided a springboard for the student cohort to develop a range of imaginative and original dissertation research projects.

The modules on offer within the programme stretch the most able students and levels of attainment suggest a very high level of engagement with module materials.

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. 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.

This year has seen the consolidation of previous good practice. As noted above I would commend the study skills support.

7. 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.

As noted in previous reports, the Criminal Justice and Criminology programme at Leeds is clearly research led. Not only because of the research skills training component of the programme (and the opportunities offered for students to undertake their own research in respect of the dissertation), but also because the module profiles reflect the excellence of the research and scholarship amongst the staff group.

The Examination Process

8. **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.*

To confirm, the materials sent were sufficient to enable me to act effectively as an external examiner.

9. **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?**
- *The coherence of the policies and procedures relating to external examiners and whether they match the explicit roles they are asked to perform.*

Yes

10. **Was sufficient assessed/examination work made available to enable you to have confidence in your evaluation of the standard of student work?**

Yes

11. **Were the administrative arrangements satisfactory for the whole process, including the operation of the Board of Examiners?**

Yes

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

Yes.

Last year I recommended that where there were mitigating circumstances in borderline cases, it would be helpful if these could be scrutinised by an external examiner prior to the board of examiners' meeting – to endorse (or not!) the decision of the special circumstances committee. This was implemented in 2010/11. These procedures worked well.

For Examiners involved in Mentoring Arrangements

If you have acted as a mentor to a new external examiner or have received mentor support please comment here on the arrangements.

Other Comments

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

Once more, I have very much enjoyed external examining at the University of Leeds. The teaching staff have been extremely supportive of my role and the School and the University should be congratulated on its criminology provision.

I would also like to thank <<<<>>>, the School administrator, who has always been extremely efficient and helpful. (I appreciate that I am not supposed to name individual staff in this report, but <<<<>>> has been outstanding over the past three years, and this has made the work of external examining much easier).

11 October 2011

Dear <<>>

I am writing to formally acknowledge receipt of your external examiner's report for the 2010-11 academic year and to thank you for the very kind and supportive comments you made particularly in regard to the examinations process. Your appreciation of the work of the support staff, and <<<>> in particular, will be passed to them.

During your time as an external examiner you will be aware that the Criminal Justice and Criminology team have worked hard to improve the study skills diet provided to students and your positive comments in this regard are very well received. In addition, it is very pleasing to note that we compare very favourably with other top ranking institutions for criminology as this is clearly an aim of ours.

I note your comments about using a broader range of first class marks. This is an issue to which we have devoted attention in the past though it is clear that we are not yet where we need to be. The issue of how and when to use a broader range of marks will be addressed at the next meeting of the Criminal Justice and Criminology team. The BA programme manager has already begun this process by redrafting the marking criteria with particular reference to how a mark of 80+ might be appropriately described and used. Close reference to this document should, it is hoped, persuade staff away from the traditional conceptions of what a mark of 70 might mean. During the assessment periods in January and May we will afford first class scripts extra scrutiny to see if the marks accurately reflect the redrafted criteria.

You also noted that we had changed our procedures in relation to the scrutiny of borderline cases with evidence of 'special circumstances'. The new process add an extra layer of transparency to our examinations process. I am pleased that you found the procedures to have worked well

Again, many thanks for your very helpful suggestions and recommendations which will serve to ensure a more efficient and consistent examination process.

Yours sincerely,

Head of School

The University of Leeds
EXTERNAL EXAMINER'S REPORT
ACADEMIC YEAR: 2010– 2011

PART A: GENERAL INFORMATION*Subject area and awards being examined:*

<p>School of: LAW</p> <p>Programme(s) / Module(s): LAW - LLB</p>	<p>Subject(s): Company Law, Introduction to Company Law, Insurance and Risk Management, Employment Law, Discrimination Law, LAW 3320 (dissertations)</p> <p>awards: (e.g. BA/BSc/MSc etc.)</p>
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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.

No: the LLB is a very well programme, with many aspects of best practice clearly visible.

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 (year 2)

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 (year 2)

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 ILOs are appropriate for the programme and the module; modules are carefully structured and designed and cover imaginative and timely material; ILOs are clear. The standards are appropriate for the award.

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 – the programme meets these expectations and the delivery of the programme provides a number of elements of best practice, in my experience.

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. An imaginative and effective series of assessments are used – examinations, dissertations, long essays, problem-based take home exams. All of these expose students to a range of assessments and assess a range of skills.

The marking and classification arrangements are robust, fair, and transparent. I would commend the Department in particular on the very high quality of feedback to students and related delivery methods, the helpful comments noted on scripts, and the evident care taken in monitoring grade profiles, and responding accordingly (clear from cover letters on scripts).

Student performance is very strong and points to the excellent quality of teaching, learning and assessment methods. The top (first class) scripts were of the very highest quality, and in some cases exceptional. The weakest scripts were typically scripts which were very poor indeed but not reflective of teaching generally, and their limited number does not suggest any difficulty with teaching, learning, and assessment methods.

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.*

It is difficult to comment on this, but it seemed to me that students had all necessary opportunities to demonstrate their achievement of aims and ILOs, given the fairness and quality of exam papers, the choice of questions, and the wide variety of other assessment methods. The practice in many modules of assessing by means of an essay and an examination also gives students considerable opportunity to demonstrate their achievement of aims and ILOs.

I was most impressed by the quality of the students. The dissertations in particular point to the very high quality of the students and their ability to grapple with complex questions, engage in rigorous research, and produce clear and well-argued positions. Examination performance is similarly strong, with students grappling well with fair but testing questions and displaying strong analytical skills.

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. 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.

Generally (not particular to this year): the very high standard of communication to students in terms of, for example, guidance on assessment to students; the very high quality of feedback forms.

7. 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 examination papers make clear that teaching is closely informed by research – with topics covering the most timely topics currently at issue in the different subjects.

The Examination Process

8. 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 – very effective and helpful transmission of all necessary information. I found the examinations team most helpful and I would comment <<<>>> in particular for the speed and efficiency with which he responded to any queries I had. I also felt that any concerns I might have had (I did not) would have been dealt with very effectively and openly.

9. 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?

- *The coherence of the policies and procedures relating to external examiners and whether they match the explicit roles they are asked to perform.*

Yes – all necessary information provided.

10. Was sufficient assessed/examination work made available to enable you to have confidence in your evaluation of the standard of student work?

Yes – a good spread of assessment was made available. I would highly commend the department on the quality of the very informative cover letters sent with scripts and the overall grade profiles sent for subjects

11. Were the administrative arrangements satisfactory for the whole process, including the operation of the Board of Examiners?

This is an extremely well run process – I would like to commend the examinations team in the highest terms. I was not able to attend the Board of Examiners this year.

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

Yes – it seemed to me from the paperwork that all appropriate arrangements were in place.

For Examiners involved in Mentoring Arrangements

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

Other Comments

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

This is an exceptionally well run examinations process and the standard of communication with students and of feedback seemed to me to be of the very highest.

11 October 2011

Dear <<>>

I am writing to formally acknowledge receipt of your external examiner's report for the 2010-11 academic year and to thank you for the very kind and supportive comments you made. Your appreciation of the work of the examinations team and named individuals in particular will be passed to them.

The School has worked hard to improve the quality of the information on assessments and marking that we provide to students and also the post assessment feedback. Given that students do not have obvious comparisons to make with other institutions and, further, are not students for very long, it is sometimes difficult to measure the 'success' of these initiatives on student feedback alone. Your very positive comments on these issues (allied to those of other external examiners) are very heartening and certainly provide us with the impetus to continue these initiatives.

I hope that the 2011-12 academic year will be equally successful and I look forward to your valuable comments.

Yours sincerely,

Head of School