

## The University of Leeds

## EXTERNAL EXAMINER'S REPORT

ACADEMIC YEAR: 2012– 2013

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

Faculty / School of:	Law
Subject(s):	Law
Programme(s) / Module(s):	Employment Law, Discrimination Law
Awards (e.g. BA/BSc/MSc etc):	LLB

**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](mailto: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?*

I don't remember being provided with 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*

## 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 programme aims and learning outcomes are appropriate for the award being considered. The learning outcomes are clear and the structure and content of the course are sound.

**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 aims and ILOs are appropriate for the national subject benchmarks. The programmes are comparable with similar programmes at other HE institutions.

**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 well designed to test the content and learning outcomes of the course. They give scope for students to demonstrate understanding at a range of levels. The arrangements for marking and classifying awards are clear.

**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 academic standards demonstrated by students were at times very high. Students are given appropriate opportunities to demonstrate their achievement of the ILOs. There were few higher achieving performances in the Discrimination Law papers, but papers were fairly marked and these performances reflect the make-up of the particular cohort.

**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.*

**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 the modules examined reflects the current research undertaken within the teaching team.

## For Examiners involved in mentoring arrangements

**8. 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

9. **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.*

Sufficient materials were provided to enable me to act effectively.

10. **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, appropriate documentation was sent.

11. **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?**

All draft examination papers were sent to me. The level and nature of the questions were appropriate.

12. **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, sufficient work was sent and scripts were clearly marked and annotated.

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

Yes, choice was appropriate and method and standards of assessment appropriate.

14. **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 administrative arrangements were excellent. I was able to attend the meeting and was satisfied with the recommendations of the Board.

15. **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**

The rules for the LLM course which mean that no award is given when there is a fail at a compulsory module seem unduly harsh. It would be worth considering whether a lesser award would be possible to recognise the work completed would be possible. Some institutions award a PGDiploma in these circumstances.

School of Law

The Liberty Building  
University of Leeds  
Leeds LS2 9JT



**UNIVERSITY OF LEEDS**

15 August 2013

Dear

I am writing to acknowledge formally receipt of your external examiner's report for the 2012-13 academic year, and to thank you for the helpful comments you have made. We are encouraged that we have made a good first impression and that you have been able to comment so positively on both our assessment practices and the standard of work achieved by our students. I would also like to thank you for attending our examinations board at such a busy time of year.

We have noted carefully the comment you made about the lack of a fallback award for postgraduate students who fail a compulsory module and will ensure that this is discussed by the School's Taught Student Education Committee next academic year.

Again, many thanks for your contribution to our assessment processes.

Yours sincerely

**The University of Leeds**  
**EXTERNAL EXAMINER'S REPORT**  
**ACADEMIC YEAR: 2012– 2013**

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

Faculty / School of:	Law
Subject(s):	Law
Programme(s) / Module(s):	Law1040: English Legal System; LAW1140 Principles of Criminal Law; LAW2141 International Human Rights; LAW216 International Law; LAW3100 Evidence; LAW3225 Dissertation; LAW3320 Long Dissertation; LAW3160 Policing; LAW5780M Dissertation
Awards (e.g. BA/BSc/MSc etc):	LLB

**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*

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*

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 aims and intended learning outcomes for all the modules that I saw were appropriate to the programme and level of study. The aims and ILOs were targeted towards student learning needs and differentiated between the different levels of study.

### 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. I have no doubts as to the expectations of the national subject benchmarks.

### 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 used were perfectly sensible. I had no doubts as to the arrangements for the marking of modules or the way that the examinations took place. The student performance shows that the learning & teaching strategy used by the School is obviously 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. The assessments all provided the students with the opportunities to adequately demonstrate the knowledge and skills they had developed. As with cohorts in most comparable institutions (including my own) there is clearly a difference between the top and bottom of the cohort. The work of the very top students was extremely impressive and deserved the high marks that they were given. At the bottom end there are a number of extremely weak submissions. Every university appears to have a small number of these candidates and I do not believe the number at Leeds differs from other comparable universities.

### 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.*

### 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.*

It is clear from many of the submissions that the research of many staff is featuring in modules. In a QLD programme it is always difficult to introduce the research of some staff because of the constraints of the cores. However in the optional modules there are these opportunities and they are being used.

## For Examiners involved in mentoring arrangements

### 8. 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

**9. 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.

**10. 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.

**11. 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.

**12. 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.

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

Yes. I have no problems with the way that the assessment was conducted in respect of the dissertations.

**14. 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. The administrative / support staff are excellent and assist me as external examiner in a very helpful way. The conduct of the examination board was excellent as always.

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

Yes. It looked like quite a complicated process but I am reassured that it is a transparent process.

## Other comments

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

10 January 2014

Dear <>,

I am writing to acknowledge receipt of your external examiner's report for the 2012-13 academic year and to thank you for your feedback. I would also like to thank you for attending our examinations board at such a busy time of year and for agreeing to act as a mentor for new external examiners.

We were delighted to read such positive comments in your report relating to both our assessment practices and the standard of work achieved by our students, and hope we can continue to create such a good impression in 13/14.

Yours sincerely,

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