

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

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.

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