

## The University of Leeds

## EXTERNAL EXAMINER'S REPORT

ACADEMIC YEAR: 2013– 2014

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

Faculty / School of:	School of Law
Subject(s):	Law
Programme(s) / Module(s):	LAW 5460M Insolvency Law LAW 5562M International Banking Law LAW 5560M International Law of Credit and Security LAW 5565M International Banking Law: Capital Markets and Loans LAW 5466M International Insolvency LAW 5567M International Corporate Rescue LAW 3015 Banking and Financial Services LAW 3320 Long Dissertation
Awards (e.g. BA/BSc/MSc etc):	LLM and LLB

**Name and home Institution / affiliation of Examiner****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 Quality Assurance**  
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?*

Yes – on request.

**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*

Not applicable.

## 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 seem entirely appropriate for the modules as do the standards.

**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, these are comparable.

**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 LLM modules are assessed by course work. The marking of the course work I have seen has been carefully undertaken and moderated internally and I have received a range of scripts. The marking appears to have been consistent and the range of marks (from fails to distinctions) demonstrates this.

The LLB modules are assessed both by course work and an open book examination. The scripts that I have seen have been consistently marked and moderated within the team. Where there was possible collusion between students on the course work, this was investigated.

The dissertations and course works in the distinction category were of a very high standard; on the LLB, a number of marks were in the 80s. This level of student performance suggests that the teaching and learning methods are of a high quality and both appropriate and effective.

**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, these are comparable.

**5. For Examiners responsible for programmes that include clinical practice components, please comment on the learning and assessment of practice components of the curriculum**

Not applicable.

**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.*

As this is my first year as an external examiner it is not possible to comment on enhancement.

The comments on the scripts and course work cover sheets were very useful in helping to ensure that there was both rigour and consistency in the marking process.

It was also helpful when the covering letter included a breakdown of the number of students within each grade boundary.

**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.*

Some of the course works at both LLB and LLM level achieved distinction grades which demonstrates that students are developing their research skills across the programmes. These students are well prepared for the possibility of undertaking doctoral study.

**8. Where the programme forms part of an Integrated PhD, please comment on the appropriateness of the programme as training for a PhD**

Not applicable.

## For Examiners involved in mentoring arrangements

### 9. If you have acted as a mentor to a new External Examiner or have received mentor support please comment here on the arrangements

As a new External Examiner, I have been in touch with my mentor who has been very helpful. These arrangements worked well.

## The Examination/Assessment Process

### 10. 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.*

The Director of Student Education at the School of Law has been extremely helpful in providing me with the information necessary for the role and the information provided was clear and detailed.

### 11. 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.

### 12. 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.

### 13. 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. I was provided with a range of scripts from across the grade boundaries. The markers made helpful comments on the examination scripts that supported their judgments and had also provided useful feedback on the course works via a cover sheet.

### 14. Was the choice of subjects for dissertations appropriate? Was the method and standard of assessment appropriate?

Yes. Dissertations were double marked which seems entirely appropriate.

### 15. 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 of a very high standard and this was also the case at the meeting of the Board of Examiners, which I attended. I was satisfied with the recommendations of the board.

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

Yes; these matters had been considered at a separate meeting before the meeting of the Board of Examiners.

## Other comments

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

None.

School of Law

The Liberty Building  
University of Leeds  
Leeds LS2 9JT



**UNIVERSITY OF LEEDS**

1 September 2014

Dear

Thank you for your report. We are very pleased to hear that we have made such a good impression during your first year of acting as one of our external examiners and welcome the positive comments you made about the quality of our teaching and the effectiveness of our assessment processes.

We have noted your comments about how useful it is for module convenors to provide a covering letter with the breakdown of students within each grade boundary and will try to ensure that this is provided routinely.

I look forward to welcoming you to the School of Law once more in November at the Postgraduate Examination Board.

Yours sincerely,

## The University of Leeds

## EXTERNAL EXAMINER'S REPORT

ACADEMIC YEAR: 2013– 2014

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

Faculty / School of:	Law
Subject(s):	Law
Programme(s) / Module(s):	LAW2416; LAW1140; LAW1040; LAW2142; LAW3160; Dissertations (Forgot the Code) and LAW5300M.
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 ILOs remain consistent and fair. They are appropriate for the programme(s) set and allow students to undertake their work fairly and with the opportunity to gain high marks where appropriate.

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 programmes were comparable to other equivalent institutions and meet the standards of the benchmark.

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 assessments were all set in an appropriate manner and allowed the students to demonstrate their ability. The performance suggests there are no problems in the learning & teaching strategy.

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 cohort, like at most institutions, was divided with "clear blue water" between the best and worst students. This is something that exists at other institutions, including my own.

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 that research influences many of the programmes and this is certainly reflected in the assessments.

8. **Where the programme forms part of an Integrated PhD, please comment on the appropriateness of the programme as training for a PhD**

n/a

## For Examiners involved in mentoring arrangements

### 9. If you have acted as a mentor to a new External Examiner or have received mentor support please comment here on the arrangements

I was asked to act as a mentor but despite asking my mentee if they wanted assistance I have heard nothing. Unfortunately I wasn't able to attend the board this year which probably didn't help.

## The Examination/Assessment Process

### 10. 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

### 11. 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

### 12. 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

### 13. 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 – indeed it could be argued that Leed's policy of sending all fails and firsts means that almost too much work is sent.

### 14. Was the choice of subjects for dissertations appropriate? Was the method and standard of assessment appropriate?

Yes. As usual, there was some truly excellent work.

### 15. 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?

Unfortunately I could not attend the board this year.

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

I saw no reason to doubt this.

## Other comments

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

School of Law

The Liberty Building  
University of Leeds  
Leeds LS2 9JT



**UNIVERSITY OF LEEDS**

1 September 2014

Dear

Thank you for your report. We are pleased to hear that you have retained confidence in our learning and teaching strategy.

We have noted your comments about our policy of sending all firsts and fails. Whilst we would like to continue to send all the latter, following feedback from our external examiners we intended to send only a sample of first class work from 14/15 onwards, unless the number of firsts is small.

Your feedback on the mentoring scheme is useful as we have had a mixed response from mentors and mentees. We will discuss with the University of Leeds Quality Assurance Team at a scheduled meeting next month.

Finally, we were sorry that you are unable to attend the board this year and look forward to another opportunity to thank you for your continued support.

Yours sincerely,