

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

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

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

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](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.*

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