

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):	<i>Law</i>
Programme(s) / Module(s):	LAW3032UG Cyberlaw LAW3340UG Intellectual Property Law
Awards (e.g. BA/BSc/MSc etc):	LL.B.

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.

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

Not applicable.

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

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.*

I found the Programme Aims and Intended Learning Outcomes (ILOs) to be entirely commensurate with the level of 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.

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 were appropriate to effectively assess the attainment of the ILOs. Overall performance of the students suggested both teaching and assessment support (including feedback) were effective at providing continuing development through the modules.

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. Overall the candidates performed as one would expect, with good (and consistent) performances at the top level in both modules. In coursework, there is a tendency for students to seek to rely too heavily upon easily accessed, but variable quality internet resources rather than appropriate academic resources – this is, of course, a problem facing most educators in HE.

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.

Both modules continue to build on their previous achievements.

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 both modules, while undergraduate modules, are research-driven, and that the best students are capable of producing thoughtful and insightful work drawing upon contemporary work in the respective fields.

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

Not applicable

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. The nature and level of the questions was appropriate – I was able to comment on relevant issues and these comments were taken on board.

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. The internal marking took into account, and provided comments on, the scope of the research undertaken, the effective development of a research question, evidence of critical thinking, and skill in presentation and structure.

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

As regards the UG dissertations, yes to both questions.

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 fine. I was able to attend the meeting. The Board's recommendations were appropriate.

16. 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

No other comments.

School of Law

The Liberty Building
University of Leeds
Leeds LS2 9JT



UNIVERSITY OF LEEDS

19 November 2014

Dear

Thank you for your report and for your support during the academic year 13/14. I am delighted to hear that we have made such a good first impression during your first year with us. We welcome, in particular, your observations about our very best students.

We have noted your comments about the reliance on internet sources. We have introduced a new curriculum for our LLB students this academic year (my colleague, [redacted] has written to you separately about this) which has a strong emphasis on legal research skills. We hope that this, and a revised research module at Level Two (Researching Law) will encourage students to (a) use a wider range of sources and (b) to evaluate the sources they use. In the meantime, I will ask my colleagues who teach these modules to reflect upon how best to encourage students to read more widely.

We look forward to working with you in 14/15 and hope we – and our students - continue to make such a good impression.

Yours sincerely