

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):

Programme(s) / Module(s):

LAW2040 Company Law
LAW 5550M Corporate Law
LAW5555M Advanced Corporate Law
LAW5568M International Corporate Governance
LAW3380 Transnational Commercial Litigation
LAW5942M Conflicts of Law
LAW5320M European Business Law
LAW5345M Alternative Dispute Resolution
LAW5952M Central Issues in Arbitration
LLM International Business Law
LLM International Banking & Finance Law
LLM International Corporate Law
MSc Law and Finance
LLM in Comparative Corporate and Financial Law
All Law UG programmes

Awards (e.g. BA/BSc/MSc etc):

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

. There is no such matter

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?

No

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.*

They were appropriate for the content of the modules, and the aims and ILOs of the programmes. They were appropriate for the intended awards

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 indeed

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 satisfactory and in accordance with the ILOs. The student performance has been satisfactory. There are a number of well deserved distinctions and merits and a small number of low passes and fails.

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.*

As mentioned above, the students have shown a satisfactory level of academic achievement and they demonstrated the achievement of the ILOs.

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.

n/a

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.

I am not aware of particular examples, but on the basis of the academics associated with various modules, the school follows a research led teaching approach.

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**

n/a

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 questions were appropriate for the level of the programmes and modules.

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 received sufficient materials for my assessment. Feedback has generally been good. What may be beneficial for next year, is where there is one joint report by first and second marker but the respective marks vary significantly, to have two individual reports, so as to identify the rationale of each marker. In addition, there were some scripts where the feedback did not justice to the mark, and vice versa. More correlation between the comments and the marks would be beneficial. Some convenors provided a brief cover letter, which is invaluable in ensuring the assessment is put in context. Finally, the feedback in some scripts has been difficult to read, and would be grateful for clearer handwriting.

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

Yes, they were fully 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?

Yes, they were. Unfortunately I didn't attend the meeting as I was abroad.

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

I was not made aware of any such circumstances.

Other comments

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

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 pleased to hear that you are satisfied with our academic and administrative processes.

I have noted carefully your comments about the quality of feedback. We already have processes in place at undergraduate level to ensure feedback provided to students is appropriate and will extend these to postgraduate level. I hope this will result in more consistent feedback. If you feel that the quality of feedback has been lacking for any specific modules, please let us know.

We note your suggestion to have two reports if marks vary significantly but current thinking in the School is that students should be provided with one agreed mark and feedback to justify it. We agree that it is unhelpful to have one report and evidence of two different marks.

All assessments should be accompanied by a covering letter. We will remind academic colleagues of this requirement and continue to encourage them to provide typed feedback if their handwriting is difficult to read.

We look forward to working with you in 2014/15.

Yours sincerely