

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.

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):

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**

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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

. 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