

The University of Leeds
EXTERNAL EXAMINER'S REPORT
 ACADEMIC YEAR: 2014– 2015

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

Faculty / School of:

Law

Subject(s):

Undergraduate and Postgraduate courses in law

Programme(s) / Module(s):

- LAW2040 Company Law
- LAW5445M International Competition Law
- LAW5555M Advanced Corporate Law
- LAW5568M International Corporate Governance

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

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

Nothing has come to my attention

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?

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.*

The Learning Outcomes and Programme Aims are commensurate with the level of the 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.*

The programmes are comparable with other leading programmes across the UK

N/A

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 marking has been consistent throughout the modules. On some occasions clearer relevance between the awarded mark and the assessment criteria was needed but the comment has been taken on board. The teaching, learning and assessment methods have been satisfactory

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.*

The spread of marks and the spread of the classification has been comparable with other courses.

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

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.

The teaching seems to be research led and to allow a variety of teaching methods to be used in the various modules

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

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

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 it has been

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 I have

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 I have. The nature and level has been appropriate

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.

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

Yes

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

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

Yes to the best of my knowledge

Other comments

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

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14 December 2015

Dear <<>>

Many thanks for the work you have carried out in 2014-15 as an external examiner at Leeds. Your confirmation about the operation and outcomes of the modules you reviewed is very reassuring and pleasing. I hope we have been able to make the process of external examining a smooth and efficient one but do please let us know if there are further things we can do.

There will be some changes to operations for 2015-16 which have resulted from our ongoing dialogue with our external examiners and internal initiatives. Firstly, we will be seeking to introduce student anonymity to our next round of examination boards. This is largely a question of changing some of the administration but certainly should be possible. Secondly, the use of categorical marking is also being piloted in two level one modules. This development stems from a desire to have more certainty in the justification of individual marks. In the June 2015 undergraduate board there was some discussion about the difficulties of explaining the difference between single percentages (e.g. differentiating a 64 from a 65) and a move to a banded system might reduce that uncertainty. Finally, it is worth mentioning that the central university is currently reviewing the 20-90 marking scale that we operate. I will keep you fully informed should any changes result.

I hope we have not placed undue pressure on you this academic year. I realise that the turn-around times have been very tight and we will constantly work to ease the burden wherever we can. Again, many thanks and I look forward to working with you during the next year.

Yours sincerely

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Head of School