

External Examiners' Report

Please note that the completed report form will be made available to students and staff therefore please do not identify individual students or staff by name or candidate number. If you wish to bring to the attention of the University issues pertaining to a confidential matter, please do this separately by contacting the Academic Registrar at the University of Law.

If you are responsible for more than one programme, we request that you use a separate template for each programme as appropriate.

Academic Year covered by report	2021-22
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Name of External Examiner	Mair Coombes Davies
Home Institution	
Programme being examined	LLM General
Modules examined	Academic Masters in Law International Arbitration
Date of Report	17 February 2023

Information and Guidance

1. Did you:	Y	N
Receive adequate access to any material needed (including assessment regulations, student handbook, programme specification and module descriptors) to make the required judgements?	Y	
For newly appointed External Examiners:		
Were assessment policies and your duties as external examiner adequately explained to you?		
Did you have adequate briefing and guidance sufficient for you to fulfil your role effectively as an external examiner?		
For existing External Examiners:		
Has appropriate action been taken in respect of comments made in your last examiner's report?		

2c: Please comment on each of the following with examples:

- Whether the assessments (formative and summative) were well-designed, valid and reliable;
- whether they assessed appropriately the learning outcomes set for the programme;
- whether they were sufficiently challenging for students in the context of the subject matter and the course.

Type your text here

The assessments were well balanced, thorough, and searching. Their rigorousness was comparable with assessments set by other bodies for similar modules. They required the student to not only understand the subject but also to be able to effectively analyse and develop a clearly expressed, logical, well reasoned solution.

Standard of Student Performance

3. Please comment on the following:

From the student work you sampled, whether the standards of student performance were comparable with similar programmes and subjects in other UK higher education institutions with which you are familiar.

Type your text here

The standard of student performance depends on which pass mark it is being compared with.
 Some institutions set a pass mark of 50% for International Arbitration. In comparison, the sampled student performance fell within a broad band of reasonableness to achieve such a pass mark.
 Other institutions set a pass mark of 65% with the majority of the cohort comfortably attaining such a mark. The sampled student performance struggled to emulate this achievement.

Marking and Moderation

4a: Did you receive:	Y	N
A sufficiently broad sample of scripts across the marking range?	Y	
Sufficient time for external moderation?	Y	
Data to show whether marking was consistent across marking teams?	Y	

If “No” to any of the above, please comment:

Generally a broad sample of scripts across the marking range was received. However, sometimes a student who has otherwise presented a reasonable script may have omitted answering a question. The result is that they fall below the overall pass mark. If such a situation occurs, then it may be useful to receive a larger number of borderline scripts.

4b. Please comment on each of the following with examples:

- Whether the method and general standard of marking was credible, consistent, fair and robust;
- whether the marks awarded were reflective of the standards expected at that particular level and for all students;
- whether the marking criteria was presented clearly and appropriately differentiated across bands;
- whether the standard of work that you sampled was comparable across different locations (e.g., ULaw campuses and/or partnerships in the case of collaborative provision).

Type your text here

There was a consistently fair method of marking.

Were you satisfied with the recommendations of the Board?		
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If “No” to any of the above, please comment below:		
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Academic Standards of the Programme

6a. Do the modules that you sample allow students to develop

