

# 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*

## 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?	X	
<b>For newly appointed External Examiners:</b>		
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?		
<b>For existing External Examiners:</b>		
Has appropriate action been taken in respect of comments made in your last examiner's report?	X	
<b>If "No" to any of the above, please comment below:</b>		

## Standards and Design of Assessment

2a: Did you receive:	Y	N
Draft assessments to comment on?	X	
Acknowledgement that your comments had been considered appropriately? If "No", please comment below:	X	
<i>Type your text here</i>		
<b>2b: Please comment on the following:</b>		
<p>Whether the standards of the assessments were set at the appropriate level in the discipline, and with reference to national subject benchmark statements, Apprenticeship Standard or PSRB guidelines (e.g., Framework for Higher Education Qualifications (FHEQ), QAA subject benchmarks, and where relevant Professional, Statutory and Regulatory Bodies (e.g., SRA)).</p>		
<p>The standards of the assessments were entirely appropriate and set with reference to all relevant national benchmark standards.</p>		

**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.

The assessments I reviewed were all well designed, valid and reliable. They were set within realistic practical contexts enabling students to demonstrate application of legal principles within real life contexts. Learning outcomes were assessed appropriately and the assessments were all set at an appropriate level for the programme and represented a fair but sufficient challenge for students.

**Standard of Student Performance**

**3. Please comment on the followiw**

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).

The marking standard was entirely credible, consistent, fair and robust. The marking processes are extremely robust and there is clear evidence of internal moderation. Internal moderators do a good job of ensuring that marking is fair and consistent and that the marks awarded are reflective of student standards. The standard of work was consistent across different centres.

### Conduct of the Examination/Awards Board

5a: Did you:	Y	N
Attend the examination/awards board?		X
<b>If “Yes”, how many and which ones?</b>		
5b: Conduct of the Board:	Y	N
Were the Boards you attended conducted in accordance with the University Assessment Regulations, including procedures relating to students with concessions?		
Were you satisfied with the recommendations of the Board?		
<b>If “No” to any of the above, please comment below:</b>		

### Academic Standards of the Programme

<b>6a. Do the modules that you sample allow students to develop relevant skills (e.g., cognitive skills, practical skills, transferable skills and professional competences)? If “No”, please comment:</b>	Y	N
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