

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	Ann Thanaraj
Home Institution	Teesside University
Programme being examined	MA Legal Technology
Modules examined	Artificial Intelligence and Blockchain in Law Corporate Governance and Disruptive Technology Cyberlaws (The Laws of Data and Digital Assets) Technoethics in Law The Internet of Things
Date of Report	19 th 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?	Y	
If "No" to any of the above, please comment below:		

Standards and Design of Assessment

2a: Did you receive:	Y	N
Draft assessments to comment on?	Y	
Acknowledgement that your comments had been considered appropriately? If "No", please comment below:	Y	
<i>Type your text here</i>		
2b: Please comment on the following:		
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)).		
<i>Type your text here</i>		
The standard of assessment allows for students to demonstrate criticality, originality, and an opportunity to demonstrate a breadth of wider understanding		

relevant to application in today's society/changing landscape in which these areas of the law operate in.

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

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

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

Yes, comparable to other MA and LLM providers

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:

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

The marks and feedback provided in each assignment was reflective of the standard expected of a level 7 course. It was clear to see where moderation and internal moderation took place and how marks and feedback were decided.

Conduct of the Examination/Awards Board

5a: Did you:	Y	N
Attend the examination/awards board?		Y
If “Yes”, how many and which ones?		
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?	Y	
Were you satisfied with the recommendations of the Board?	Y	
If “No” to any of the above, please comment below:		

Academic Standards of the Programme

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:	Y	N
Type your text here	Y	
6b. Is the module/programme design, delivery and assessment informed by up-to-date research or professional practice and/or by current developments in teaching and learning, within the discipline or sector? If “No”, please comment:	Y	N
Type your text here	Y	
6c. Does the curriculum design and assessment strategy enable students to meet the programme learning outcomes? If “No”, please comment:	Y	N
Type your text here More creative assessments could be considered to develop other skills.	Y	
6d. How well does the programme/module, in your opinion, prepare graduates for employment or further study?		
Type your text here The merging of law and technology is a genius and necessary creation. The course prepares students for the changing legal and business sector with innovative ideas for a wide range of professions.		

Areas of Good Practice

7a. Are there are particular features of student assessment that you would like to highlight as being innovative?
Type your text here Content covered Broad assessments to allow for originality and critical thinking.

7b. Are there any particular areas of good practice in relation to standards and assessment processes that would be worthy of dissemination to a wider audience?

Type your text here

Good evidence of internal marking

Other Comments

8a. Do you have any suggestions for ways in which the University would enhance the student learning experience?

Type your text here

Different assessment strategies

8b. Do you have any other comments to make on areas not covered elsewhere in this report?

Type your text here

Signed: Ann Thanaraj

I understand that this report (in full or part) will be available to students and staff.

Date: 19/2/23

Please return this report by email to Head of Awards & Standards Assurance at the University of Law, Carl Anderson (carl.anderson@law.ac.uk) following the final Examination Board. Annual fees are paid on receipt of this report.