

# 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.*

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| <b>Academic Year covered by report</b> | 2020-21 |
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| <b>Name of External Examiner</b> | Dr Donna Murray  |
| <b>Home Institution</b>          | The University of Edinburgh  |
| <b>Programme being examined</b>  | UG Business Programmes   |
| <b>Modules examined</b>          | Academic and Professional Skills<br>Sector Internship/Work placement |
| <b>Date of Report</b>            | 14/2/2023  |

## 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? | X |   |
| <b>For newly appointed External Examiners:</b>   |   |   |
| Were assessment policies and your duties as external examiner adequately explained to you?   | X |   |
| Did you have adequate briefing and guidance sufficient for you to fulfil your role effectively as an external examiner?  | X |   |
| <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:  |   |   |
| <i>Type your text here</i><br>Not required for this year, comments have been given for other years  |   |   |
| <b>2b: Please comment on the following:</b>   |   |   |
| 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><br>The assessments were set at an appropriate level, and clear guidance was given to students.   |   |   |

**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;

The assessments were designed to allow students to show their learning, with feedback which allowed development. Having examined the assignments I found marking was consistent which indicated examiners were able to mark using clear criteria.

- whether they assessed appropriately the learning outcomes set for the programme;

The assignments were targeted to allow students to show their learning in a practical context which would set them up for the future for example students were asked to produce a LinkedIn page and CV which are appropriate skills at this level.

- whether they were sufficiently challenging for students in the context of the subject matter and the course.

Marks across the modules showed a range which indicates that the assignments had been set at an appropriate level of challenge – difficult enough to challenge, but not impossible

**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 work was comparable for the level of study

## Marking and Moderation

| 4a: Did you receive:  | Y | N |
|---|---|---|
| A sufficiently broad sample of scripts across the marking range?  | X |   |
| Sufficient time for external moderation?  | X |   |
| Data to show whether marking was consistent across marking teams?   | X |   |
| <b>If “No” to any of the above, please comment:</b>   |   |   |
| <b>4b. Please comment on each of the following with examples:</b> <ul style="list-style-type: none"> <li>• Whether the method and general standard of marking was credible, consistent, fair and robust;</li> <li>• whether the marks awarded were reflective of the standards expected at that particular level and for all students;</li> <li>• whether the marking criteria was presented clearly and appropriately differentiated across bands;</li> <li>• 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).</li> </ul>   |   |   |
| <p><i>Type your text here</i></p> <ul style="list-style-type: none"> <li>• Whether the method and general standard of marking was credible, consistent, fair and robust;</li> </ul> <p>Marking was fair, there were occasional points where I might have disagreed slightly but only at a minor level. Marking was consistent across markers who had access to a good set of marking criteria.</p> <ul style="list-style-type: none"> <li>• whether the marks awarded were reflective of the standards expected at that particular level and for all students;</li> </ul> <p>Marks were at a standard I expected for this level, and showed a range which indicates work was being assessed thoroughly.</p> <ul style="list-style-type: none"> <li>• whether the marking criteria was presented clearly and appropriately differentiated across bands;</li> </ul> <p>Marking criteria were very clear, and allowed clarity between different bands. This would also have been clear to the students.</p> <ul style="list-style-type: none"> <li>• 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).</li> </ul> <p>Work was at the level I would expect.</p> |   |   |

## Conduct of the Examination/Awards Board

|  |          |          |
|--|----------|----------|
| <b>5a: Did you:</b>  | <b>Y</b> | <b>N</b> |
| Attend the examination/awards board?   | <b>X</b> |          |
| <b>If “Yes”, how many and which ones?<br/>I did however I can’t find these details</b>   |          |          |
| <b>5b: Conduct of the Board:</b>   | <b>Y</b> | <b>N</b> |
| Were the Boards you attended conducted in accordance with the University Assessment Regulations, including procedures relating to students with concessions? | <b>X</b> |          |
| Were you satisfied with the recommendations of the Board?  | <b>X</b> |          |
| <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>                                     | <b>Y</b> | <b>N</b> |
| <i>Type your text here</i>   | <b>X</b> |          |
| <b>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:</b> | <b>Y</b> | <b>N</b> |
| <i>Type your text here</i><br>I was involved with a review of another module at the University of Law which showed me the depth of thought which is utilised in module development here.   | <b>X</b> |          |
| <b>6c. Does the curriculum design and assessment strategy enable students to meet the programme learning outcomes? If “No”, please comment:</b>  | <b>Y</b> | <b>N</b> |
| <i>Type your text here</i>   | <b>X</b> |          |

**6d. How well does the programme/module, in your opinion, prepare graduates for employment or further study?**

*Type your text here*

Students are well prepared for future employment as the assessments (on these modules) have a very practical focus which allow students to develop skills they will utilise in future roles.

### 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*

The marking criteria are very clear which is really helpful for students when understanding what it expected, and also making sense of their feedback.

**7b. Are there are 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*

### Other Comments

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

*Type your text here*

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

*Type your text here*

Signed: Donna Murray

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

Date: 14/2/2023

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