

# 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.*

<b>Academic Year covered by report</b>	2021-2022
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<b>Name of External Examiner</b>	Lisa Mountford
<b>Home Institution</b>	Keele University
<b>Programme being examined</b>	GDL/MA
<b>Modules examined</b>	Criminal Law
<b>Date of Report</b>	09/09/22

## 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?	Yes	
<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?		Yes
<b>If "No" to any of the above, please comment below:</b>  <i>No matters of note were raised in my last annual report.</i>		

## Standards and Design of Assessment

2a: Did you receive:	Y	N
Draft assessments to comment on?	Yes	
Acknowledgement that your comments had been considered appropriately? If "No", please comment below:		
<i>Type your text here</i>		
<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>The assessments in Criminal Law comfortably meet QAA benchmark standards. The SRA can have every confidence in the standards achieved by candidates in this subject.</i>		

**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.

*I have not reviewed any formative assessments. The several Criminal Law examinations I have approved have all been challenging in terms of their depth, breadth and application of law. They have assessed the designated learning outcomes in accordance with published criteria making the assessment process valid and reliable.*

**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.

*Based on comparable institutions, I can confidently say that the students' overall performance exceeded comparable performance in other UK HEIs.*

**Marking and Moderation**

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

- 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).

*Across the different locations, the overall pass rate attained by candidates was impressive. I was provided with helpful moderator's reports drawn from feedback provided by markers across the various centres. Scripts were marked and moderated against published stepped grade point criteria. The feedback provided to candidates was helpful in explaining the marks they received for each attempted question.*

*I was able to review several marked scripts from each centre and had sight of the marks grid showing the totality of student performance and moderation. All marking was carried out online. The level of consistency amongst markers across the various centres was impressive.*

*The marking process is highly organised and prescribed in accordance with grade descriptors, subject marking guidance and marking moderation instructions. It is subject to several layers of moderation which enables a consistent approach.*

*I detected no significant disparity in the standards between different locations.*

## Conduct of the Examination/Awards Board

<b>5a: Did you:</b>	<b>Y</b>	<b>N</b>
Attend the examination/awards board?	<b>Yes</b>	
<b>If "Yes", how many and which ones?</b>  <b>Resit Awards Board in 24/02/22</b> <b>Main Awards Board-22/07/2022</b> <b>Additional Concessions Board-03/05/22</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>Yes</b>	

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

### 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>Although my remit extends to a single module only, I am satisfied that the assessment process tests a candidate’s knowledge and understanding of a wide area of criminal law as well as their ability to synthesise/analyse and construct a written argument. Such higher cognitive skills are of course transferrable.</i>	Yes	
<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>	Yes	
<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>	Yes	
<b>6d. How well does the programme/module, in your opinion, prepare graduates for employment or further study?</b>		
<i>The Criminal Law Module is one of several modules which attach to the programme. The GDL/Masters is an academic law conversion course. This module and the assessment of its learning outcomes provide students with a comprehensive exploration of the criminal laws of England and Wales, enabling them to move onto the next stage of professional/vocational training.</i>		

### Areas of Good Practice

**7a. Are there are particular features of student assessment that you would like to highlight as being innovative?**

No

**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?**

No

### Other Comments

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

*As a reviewing module EE with no access to student feedback, it is difficult for me to be able to make constructive suggestions.*

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

No

Signed: L. Mountford

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

Date: 9.9.2022

**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.**