

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	21/22
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Name of External Examiner	Penny Carey
Home Institution	University of Hertfordshire
Programme being examined	LLM Legal Practice (SQE1&2)
Modules examined	Professional Effectiveness
Date of Report	10/12/22

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?	Y	
For newly appointed External Examiners:		
Were assessment policies and your duties as external examiner adequately explained to you?	Y	
Did you have adequate briefing and guidance sufficient for you to fulfil your role effectively as an external examiner?	Y	
For existing External Examiners:		
Has appropriate action been taken in respect of comments made in your last examiner's report?	N/A	
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	
The Coursework Scrutiny Checklist was extremely helpful.		
2b: Please comment on the following:		
<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>I am satisfied that the Professional Effectiveness module assessment was set at a level appropriate to PG Law requirements at level 7. The programme meets SRA requirements for the professional stage of training and builds appropriately on the QAA Subject Benchmark Statements for Law in the UK.</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.

I was satisfied that the module was well designed, valid and reliable, and assessed the learning outcomes in the module descriptor effectively and also provided sufficient rigour and challenge for students studying at this level. The module assessed the specific learning outcomes of understanding of skills and behaviours of Lawyers and competences required to meet client needs as well as development of legal skills of oral and written communication. There was a good reflective practice element included which demonstrated personal growth during the module.

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.

The overall performances of students were in line with comparable programmes at other institutions.

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?		N
Data to show whether marking was consistent across marking teams?	y	
If “No” to any of the above, please comment:		
The samples arrived very late although this had been explained by the Head of Assessments. Unfortunately, an added complication arises from the use of		

Mimecast at my Home Institution which blocked initial download of the files. I would ask that an alternative system is adopted by ULaw such as Exchange File to address this problem in future.

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).

Generally student performance in the Professional Effectiveness Module was very good, although a number of students failed to reach the standard required to pass. Those students who achieved Distinction grades had clearly undertaken significant amounts of work and demonstrated excellent achievement of the learning outcomes.

Conduct of the Examination/Awards Board

5a: Did you:	Y	N
Attend the examination/awards board?		N
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?		
Were you satisfied with the recommendations of the Board?		
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
<i>Type your text here</i>	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
<i>Type your text here</i>	Y	
6c. Does the curriculum design and assessment strategy enable students to meet the programme learning outcomes? If “No”, please comment:	Y	N
<i>Type your text here</i>	Y	
6d. How well does the programme/module, in your opinion, prepare graduates for employment or further study?		
Extremely well, and indeed this is supported by the high employability rates for ULaw graduates from this programme.		

Areas of Good Practice

7a. Are there are particular features of student assessment that you would like to highlight as being innovative?
Combining reflective statement with the written coursework was valuable in supporting students who might have performed less well in the written element thus ensuring the overall mark was reflective of their attainment of the learning outcomes.
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?

The quality assurance mechanisms are extensive and ensure considerable confidence in quality assurance standards having been met. I would commend very highly the quality and detail in guides for markers and moderators plus instructions to students.

Other Comments

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

Nothing to add here

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

No further comments

Signed: P J Carey

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

Date: 10/12/22

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.