

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	David Amos
Home Institution	City, University of London
Programme being examined	Legal Practice Course
Modules examined	Legal Writing, Drafting
Date of Report	18 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?		
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:		
<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 that I saw were in accordance with the standards for this qualification.</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.

Type your text here

In general, the assessments were well designed and particularly for drafting, assessed students on the sort of tasks that they might carry out in practice. The assessments I saw were also set at the right level and so challenged the students sufficiently.

The assessments dealt with the learning outcomes appropriately but for both writing and drafting focussed on criteria 2,3 and 7. It might therefore be worth considering whether there is scope to deal with other criteria.

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 standards achieved were comparable with those across the sector, indeed I saw some very strong submissions.

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: Although I've said yes to each of the points above, I have on a couple of occasions received scripts only a couple of		

days before the deadline given to me. I understand, however, that this was a result of staffing issues.

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

In general, the standard of marking was consistent. There were some assessments where the standard of work was higher in particular centres but there was no consistent pattern with this. The marking was carried out robustly and with care. The reasons given for the marks and comments on the scripts were very helpful although the level of detail of the comments varied.

It was clear that markers were trying to be fair to the students and once or twice, I commented on individual candidates being somewhat fortunate to pass. However, it was always clear whether candidates had passed or failed.

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> Please see my comments in 2c	Y	
6d. How well does the programme/module, in your opinion, prepare graduates for employment or further study?		
<i>Type your text here</i> As noted above, the assessments are set in a way that prepare students appropriately for practice as a trainee solicitor.		

Areas of Good Practice

7a. Are there are particular features of student assessment that you would like to highlight as being innovative?
<i>Type your text here</i>
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?
<i>Type your text here</i> There is evidence of rigorous scrutiny of draft assessments and so they don't normally require anything other than minor amendments.

Other Comments

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

Type your text here
No

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

Type your text here
There were a couple of minor issues with the assessments I dealt with. Occasionally I wasn't sent the right papers although this was dealt with quickly. I have also been sent material with the names of the candidates on it, although I understand that this has been raised with the relevant centres.

There has also been some recycling of assessments. Whilst assessments across different cohorts will, of necessity, cover the same themes it would be helpful if reusing assessments could be avoided as far as possible.

Signed:



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

Date: 18th February 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) following the final Examination Board. Annual fees are paid on receipt of this report.