

# 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

	Ian King
<b>Home Institution</b>	N/A
<b>Programme being examined</b>	Graduate Diploma in Law/MA Law
<b>Modules examined</b>	Contract Law
<b>Date of Report</b>	29 July 2023

## Information and Guidance

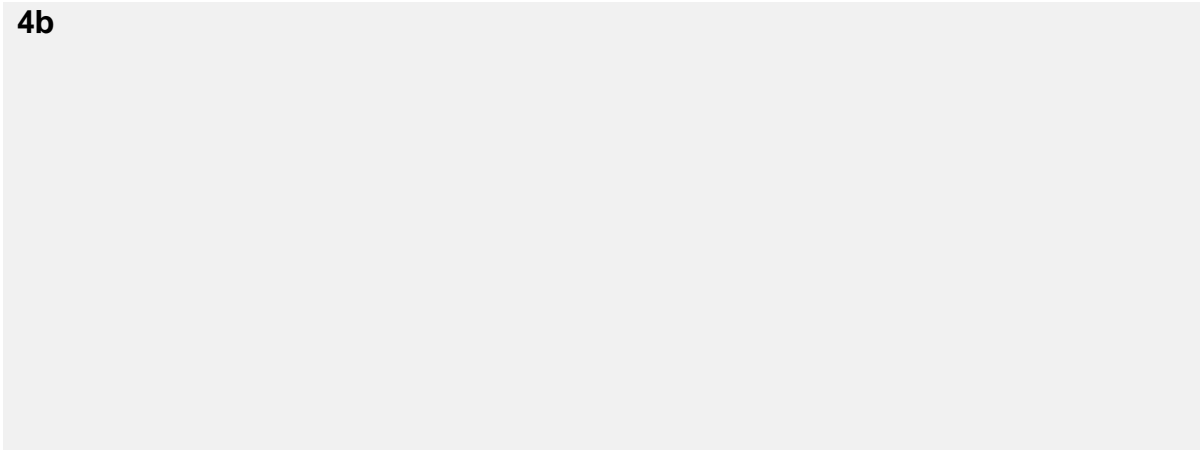
1. Did you:	Y	N
Receive adequate access to any material needed (including assessment regulations, student handbook, programme specification and module descriptors) to make the required judgements?	X	
<b>For newly appointed External Examiners:</b>		
Were assessment policies and your duties as external examiner adequately explained to you?		
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?	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:	X	
<i>Type your text here</i>		
<b>2b: Please comment on the following:</b>		
<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 were entirely appropriate and set with reference to all relevant national benchmark standards.</p>		



4b



transferable skills and professional competence

