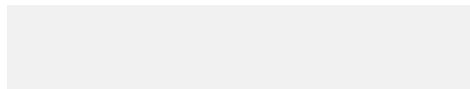


External Examiners' Report

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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	Legal Practice Course
Modules examined	Civil & Criminal Litigation (Corporate, Commercial & Private), Dispute Resolution Knowledge, Dispute Resolution, Personal Injury and Clinical Negligence, LLM Professional Practice Research Report Assessment, Professional Conduct & Regulation.
Date of Report	14 th November 2022

Information and Guidance

1. Did you:	Y	N
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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.

Assessments are prepared by dedicated design teams. The draft assessments are carefully scrutinised, and the scrutiny process is transparent. External Examiners can see the issues raised by the scrutineers and the responses of those who drafted the assessments. Detailed marking guides always accompany draft assessments, and most also have detailed generic feedback sheets for students. Personalised feedback is added to the generic feedback. The level of feedback looks especially useful to any students who haven't passed an assessment.

Marking schemes often include an explanation of the rationale behind the assessment and how the assessment links to the learning outcomes.

Assessments are certainly challenging, but there is, seemingly, great attention paid to ensuring that they are fair to all students in relation to the teaching programme in the various study centres.

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Conduct of the Examination/Awards Board

5a: Did you:	Y	N
Attend the examination/awards board?	Y	
If “Yes”, how many and which ones? I believe I attended 3 boards during the course of the year but, my apologies, I have not kept a record of the dates.		
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?	Y	
Were you satisfied with the recommendations of the Board?	Y	
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	
<i>Type your text here</i>		

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? *Type your comment:*

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

The modules I am responsible for are highly practical and focus on the knowledge and issues that students are likely to encounter in their early years in employment.

Areas of Good Practice

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

I would again highlight the detailed mark schemes that accompany assessments. These explain the assessment rationale and how it links to the course outcomes as well as providing good templates for markers to ensure consistency.

The openness of the scrutiny and the moderation process is excellent. This allows the external a good view of the processes and demonstrates the confidence the teams have in the provision.

7b. Are there any particular areas of good practice in relation to standards and assessment processes that would be worthy of dissemination to a wider audience?

The attention to student feedback about the courses appears both responsive and good. Student comments are carefully considered, taken seriously, and reacted to if appropriate.

Other Comments

8a. Do you have any suggestions for ways in which the University would

