



The Open
University

**Centre for Inclusion and Collaborative
Partnerships (CICP)**

External Examiner report template

An electronic copy of this report should be sent to:

cicp-external-examiners@open.ac.uk

Or, a signed hard copy sent to:

The Director, CICP, The Open University, Walton Hall, Milton Keynes, MK7 6AA,
United Kingdom.

You should also submit a copy of this report to the institution.

Section A: General information

Institution:	LEEDS CITY COLLEGE
Programme:	LLB LAW <u>AND</u> BA Law and Criminal Studies
Subject examined:	Programme examiner
Name of examiner:	DAVID RIGG
Address:	
E-mail:	
Current year of appointment	3

Section B: External examiner's report

The reporting structure of this section is intended to help draw out issues which may require attention by the Institution or the University. It should not be seen as limiting in any way the range of issues which may be addressed or the level of detail given. The report will be considered as part of the annual evaluation process and, as such, external examiners are encouraged to be as frank and open as possible, but avoiding wherever possible references to individual staff or students. External examiners' attention is also drawn to 'The Guide for external examiners of OU validated awards', which should be forwarded by partner institutions to their external examiners.

Please comment as appropriate on:
1. The range of assessed material and information provided by the institution on which your report is based.
I have had access to 'Google Classroom' on which module specs, moderation forms, proposed exam papers and scanned copies of a sample of completed exam papers are available in a reasonably easy to access way. I also have access to the turnitin account to access student assessments which have been uploaded to turnitin. I have also been in regular email contact with Katie and was able to speak with her for a long time at the February exam board.
2. Whether the standards set are appropriate for the award, or award element, by reference to any agreed subject benchmarks, qualifications framework, programme specification or other relevant information.
Firstly, I would like to comment specifically on the assessment changes necessitated by the coronavirus restrictions. It was my impression that appropriate and timely changes were made to assessments and that the welfare of students was paramount in these decisions. Where necessary, appropriate alternatives were put in place without compromising the quality or reliability of the assessments. Katie, Nicola and their colleagues should be commended for their hard work at what was a difficult time. I can confidently say that the academic standards are robust and consistent with other UK HEIs. Credit is clearly given where it is due, with some excellent top-end marks. It was clear at the exam board that staff care deeply about student engagement and make regular attempts to contact absent students to offer support and advice. As it is a relatively small cohort, the staff are aware of the individual circumstances of the students. This is a positive feature of the course. I am entirely satisfied that individual subjects and the Awards as a whole, meet and indeed exceed QAA subject Benchmark statements and are entirely appropriate for qualification in this subject. It should also be noted this year that the L4 results are very promising and this bodes well for the next couple of years.

3. The quality of students' work, their knowledge and skills (both general and subject-specific) in relation to their peers on comparable programmes elsewhere.

There were some excellent pieces of work across the modules. Those students who engaged produced some excellent work at the higher end. The average grades at L4 and L5 and the classifications at L6 bear comparison with my own institution, and other HEIs with which I have experience.

4. The strengths and weaknesses of the students

The assessment regime at Leeds has always been admirably diverse in the time that I have been external. This allows students the opportunity to acquire and demonstrate skills in many different areas. It is most certainly not a traditional 'exam and essay degree'. This is one of the great strengths of the Leeds programme.

5. The quality of teaching and learning, as indicated by student performance

As stated above, those students who gained higher marks produced excellent work. The assessment regime is such that the lecturers have regular input through incremental assessments such as portfolios and the diarised log, and it is possible to identify student development on this basis.

It should also be pointed out that the feedback provided to students is remarkably detailed and constructive. The assessments I have seen have been thoroughly dissected and the feedback then linked to the LOs for the assessment.

6. The quality of the curriculum, course materials and learning resources

The materials I have seen have been high quality, up to date and carefully compiled. The curriculum is appropriately robust and expansive for a qualifying law degree.

7. The quality and fairness of the assessments, in particular their:

(i) design and structure

The diverse assessment regime is an outstanding feature of the programme and must have taken considerable planning and also take considerable management over the course of the year

(ii) relation to stated objectives and learning outcomes of the programme

Yes – the course and assessment materials bear scrutiny of the alignment of objectives and LOs vis a vis assessment briefs.

(iii) marking

Marking is robust and fair.

8. Where the programme has specific work-related learning outcomes (e.g. Foundation Degrees) please comment on the assessment and achievement of these outcomes, including employers' involvement where relevant.

NA

9. The administration of the assessments, operation of examination boards, briefing of external examiners, access of external examiners to essential materials, etc.

All very well handled. My access to google classroom and turnitin is very useful. Katie King is in regular contact. The February exam board was arranged and administered efficiently and effectively. I was unable to attend the summer exam board due to childcare.

10. Have all the issues identified in your previous report been addressed by the institution?

YES

If no, please comment

11. *(For chief external examiners or those with responsibility for the whole programme – if in doubt please check with the appointing institution)*

Please confirm that the assessment and standards set for the programme as a whole, including all its pathways, modules or individual courses are consistent and appropriate, and that the processes for assessment and determination of awards are fair and sound across the provision.

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12. Any other comments

Please note that the comments contained on this report apply to both the LLB Law programme and the BA Law and Criminal Studies programme unless a comment indicates otherwise.

Thankyou to Katie and all the law lecturers at Leeds City College for being so organised and responding to emails and comments very quickly, and for making me feel very welcome when I visited for the board.

Please do not hesitate to contact me should you require any further explanation of my comments.

Please ensure that you sign and date below, if sending a hard copy of this report

Signed: A D RIGG

Date: 6.7.2020