

External Examiner Annual Report: 2018/2019

Examiner's Name	Dr Konstantinos Siliafis		
Report for Programme(s) / Subject Area	Law/LSBM (Bloomsbury)		
Lead Faculty Please tick appropriate box			
Faculty of Arts, Science & Technology (FAST)			
Faculty of Business & Law (FBL)			v
Faculty of Education & Humanities (FEH)			
Faculty of Health & Society (FHS)			

Modules covered – please insert module codes, e.g. ART4321

LSBM212 – Law of Tort				
LSBM314 -Civil Litigation and Client Care				
LSBM108 – Contract Law				
LSBM110 – Legal Methods and Systems				

Delete **YES** or **NO** as appropriate below

Collaborative partnership provision

This report covers programmes or modules delivered by support providers/delivery organisations/partners other than the University of Northampton.

YES/NO

Professional recognition

This report covers programmes subject to accreditation by a Professional, Statutory or Regulatory Body **YES/NO**

Other awards

The report covers awards delivered under licence from Pearson Education Ltd (e.g. HNC/HND) **YES/NO**

Section A - Threshold Academic Standards

Please indicate [X] your level agreement with each of the statements in each section and comment in more detail in the space below.

A1. Maintaining Academic Standards	Strongly agree	Broadly agree	Broadly disagree	Strongly disagree	Not applicable
1.1. The outcomes of the programme(s) and/or component modules are well-aligned with the relevant FHEQ descriptors and applicable subject benchmark statements.	X				
1.2. The curriculum is coherent and remains current.	X				
1.3. The programme reflects any additional PSRB requirements. <i>(also see question A5 below)</i>	X				
1.4. Assessments in modules of the same level are of a comparable standard.	X				
1.5. Assessment criteria and marking schemes are set at the appropriate level.	x				

Comment on Academic Standards:

As per my last year's report, this may include some repetition.

Being an external examiner for LSBM/Bloomsbury has been a straightforward process without any issues need raising.

the modules I was examining offer a good degree of clarity in relation to the learning outcomes for the students. The delivery offers a good degree of clarity as well, so it does allow the students to familiarize and comprehend the module structure, the content and of course the learning aims and outcomes

The assessments were set at a level expected for the LLB and there was a good percentage of students doing well; the academic level in the student assessment is comparable to that of other institutions

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A2. Measuring achievement, rigour and fairness	Strongly agree	Broadly agree	Broadly disagree	Strongly disagree	Not applicable
1.6. The types of assessment are appropriate for the subject, the students (taking proper account of the diversity of the student body), the respective level of study and the expected outcomes.	X				
1.7. The marking scheme/grading criteria have been properly and consistently applied such that internal marking is of an appropriate standard, fair and reliable.	X				
1.8. The assessment processes are carried out in accordance with the University's regulations and procedures.	X				
1.9. Procedures governing mitigating/extenuating circumstances, academic integrity/misconduct and borderline performances have been considered fairly and equitably applying institutional regulations.	X				
1.10. The quality and quantity of written feedback to students on their assessed work is consistent and appropriate.	X				

Comments on the assessment strategy, processes and procedures:

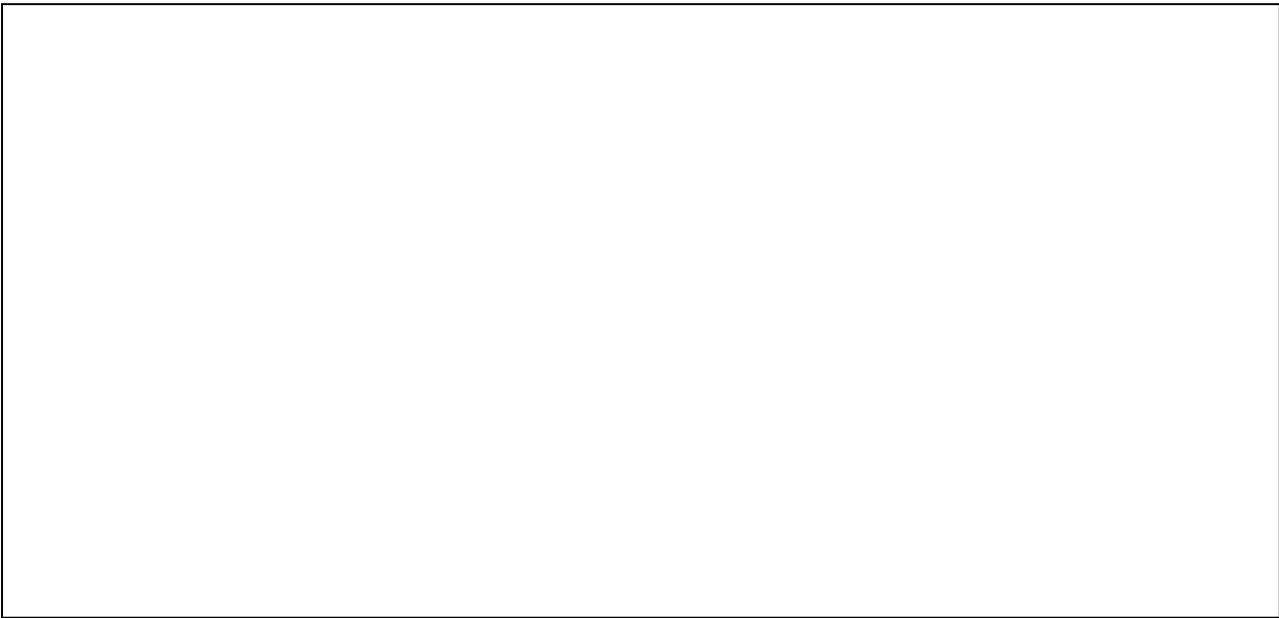
Assessments are at appropriate level for the students, with easily distinguishing the relevant assessment for their levels.

The students' work I examined as an external examiner appears to be in line with the respective module handbooks/marketing criteria. Assuming the students are interested in utilising their feedback it should make a difference and show some developmental improvement.

A3. Comparability of standards and student performance	Strongly agree	Broadly agree	Broadly disagree	Strongly disagree	Not applicable
1.11. Based on my experience of other institutions, standards are comparable with other UK HEIs.	X				
1.12. Based on my experience of other institutions, student achievement is comparable with other UK HEIs.		X			
1.13. Standards and student achievement are comparable across the modules within my remit.	X				
1.14. Standards and student achievement are comparable across all cohorts and delivery sites. <i>(For multiple site delivery and/or delivery by different collaborative partners only - also see question A4 below)</i>	x				

Comments on the comparability of standards and student performance:

From my experience and knowledge of HE I can say that the work I examined is seen to be at a similar performance to other institutions.



A4. Off-campus provision

We attach particular importance to the standards and quality of our modules and programmes delivered off campus.

4a. HE Provision – working in partnership with others

If you are examining provision involving total or partial delivery at a partner organisation(s), please comment on any trend, from year to year (where possible), or between centres, and on the comparability of the quality of learning opportunities, standards, marking practices and internal moderation across sites where appropriate. **Please specify which delivery site(s) you are referring to**, and distinguish between centres where relevant.

4b. Provision delivered by University of Northampton staff at other venues

If you have examined any provision delivered by the University at other locations, **please comment on the comparability of standards, achievement and the student experience between different cohorts.**

N/A		
<i>For modules delivered at more than one location</i>	YES	NO
I confirm that I received an adequate sample of work from students at all delivery sites		

A5. Professional, statutory & regulatory bodies

We attach specific importance to the standards and quality of our provision regulated by professional, statutory or regulatory bodies. If you are examining this type of provision please comment on standards in relation to assessment of practice, supervision of practice and support for practice assessment.

Please specify which PSRB(s) you are referring to.

<p>The regulatory bodies for Law degrees in HE are the BSB and SRA (Bar Standards Board and Solicitors Regulation Authority)</p> <p>The modules I examined are definitely in line to the practical implications a law degree should have. As I mentioned last year, and I am happy to say it has been kept to, all the modules I examined provide practical elements and expose the students to the current reality of law from different perspectives.</p>

A6. HNC/HND Awards (delivered under the Pearson HE Licence Agreement)

If your remit includes work leading to HNC/HND awards *in addition to* University of Northampton degree programmes, please comment here on the comparability of standards, achievement and the student experience between different cohorts.

N/A

SECTION B - Quality and Enhancement

Please comment and/or provide recommendations *(the text boxes will expand as you type)*

B1. Identification of good practice relating to learning, teaching & assessment that you have observed

The modules I look at have a significant amount of necessary theoretical background however it is refreshing to see the relevant module leaders/teams have taken a more holistic approach and are trying to implement useful practice elements into; especially for a Law degree practical elements are useful to prepare the students for the next step into their career. LSBM110 especially has that evident. Both Law of Contract and Law of Torts offer another element; developing the students research throughout their study.

B2. Opportunities to enhance the quality of learning opportunities provided to students

From when I first started 3 years ago as an EE with LSBM, there were some developmental aspects that needed work, but I am happy to say that significant steps were made and the students should be able to get a good law programme, with learning opportunities ranging from theory to the practical ones.

B3. Please comment on any meetings you have had with students on the programme(s) / modules in your remit during the year (including 'virtual' meetings, if relevant)

Have gone through a significant number of students' work and having had access to the online platform, meant I could have an overview of the relevant modules, so the need to meet with students has not risen

B4. Please note any issues requiring attention **by the Faculty and/or University**

None

B5. Your previous report (where applicable). Please state whether issues raised in your previous report(s) have been / are being addressed to your satisfaction.

As the academic standards have been kept to a level expected, there were no issues raised on my behalf

B6. The University does not wish to limit the issues on which an external examiner may comment. If you wish to raise any points other than those listed above, please do so in the section below. In particular, if during the academic year you have been asked to consider minor amendments to the curriculum, you may wish to comment on these in this section.

None

B7. Please indicate here if you would like to be forwarded a copy of the Annual Review Final Rolling Action Plan for the provision for which you are appointed as external examiner when it is produced.

Yes

No

B8. *(For external examiners in the final year of their period of office)*

The University is grateful for the contribution of external examiners to the ongoing work of the institution. Please provide here a brief overview covering your term of office.

In the last three years of me acting as the external examiner for the LSBM/Bloomsbury Law programme (under University of Northampton) have been an interesting opportunity for me. It was my first post as external examiner taught me a few things re quality control and the integral parts of a programme but it also did make me reflect better on some of my university's procedures. It has been a great opportunity working with such an enthusiastic team in LSBM. From the administrative team to the individual module leaders it has been a pleasure working with each one of the individuals concerned.

Checklist

Programme materials - Did you receive:	Yes	No	n/a
A. Programme handbooks	X		
B. Programme regulations (these may be in the programme handbook)	X		
C. Module descriptions (these may be in the programme handbook)	X		
D. Assessment briefs / marking criteria	X		
Draft exam papers	Yes	No	n/a
A. (i) Did you receive all draft papers?	X		
A. (ii) If not, was this at your request?	X		
B. (i) Was the nature and level of the questions appropriate?	X		
B. (ii) If not, were suitable arrangements made to consider your comments?	X		
C. Were suitable arrangements made to consider your comments?	X		
Marking examination scripts	Yes	No	n/a
A. (i) Did you receive a sufficient number of scripts?	X		
A. (ii) If you did not receive all the scripts, was the method of selection satisfactory?	X		
B. Was the general standard and consistency of marking appropriate?	X		
C. Were the scripts marked in such a way as to enable you to see the reasons for the award of given marks?	X		

Dissertations / project reports	Yes	No	n/a
A. Was the choice of dissertations appropriate?	X		
B. Was the method and standard of assessment appropriate?	X		
Coursework / continuously assessed work	Yes	No	n/a
A. Was sufficient coursework made available to you for assessment?	X		
B. Were the method and general standard of marking and consistency satisfactory?	X		
Orals / performances / recitals / appropriate professional placements	Yes	No	n/a
A. Were suitable arrangements made for you to conduct orals and/or moderate performances/recitals/appropriate professional placements?			x
Final examiners' meeting	Yes	No	n/a
A. Were you able to attend the meeting?		x	
B. Was the meeting conducted to your satisfaction?			x
C. Were you satisfied with the recommendations of the Board of Examiners?			x
Please add any further comments on administration and communication:			
The administrative team has been excellent in communication with me throughout the year			

Date completed: 25th July 2019