# 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.*

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| **Academic Year covered by report** | 2022/23 |

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| **Name of External Examiner** | Philip Doble |
| **Home Institution** | N/A |
| **Programme being examined** | 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** | 23rd October 2023 |


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| 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:** | | |
| **4b. Please comment on each of the following with examples:**<br><br>xWhether the method and general standard of marking was credible, consistent, fair and robust;<br>xwhether the marks awarded were reflective of the standards expected at that particular level and for all students;<br>xwhether the marking criteria was presented clearly and appropriately differentiated across bands;<br>xwhether 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). | | |
| The standard of marking this year, as usual, has been credible, consistent, fair and robust. The challenge for the University is to ensure consistency and fairness across numerous study centres and a number of different markers of scripts. However, the marking schemes and the general guidance to markers is invariably very detailed and specific. This is followed by detailed statistical information that can identify inconsistencies and address these at the moderation stage.<br><br>Marks awarded were good reflections of student performance and feedback sheets explain how the marking criteria were applied.<br><br>The standard of work I sampled was generally high and many students performed exceptionally well. | | |

**Conduct of the Examination/Awards Board**

| **5a: Did you:** | **Y** | **N** |
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| Attend the examination/awards board? | **Y** | |


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