

Leeds School Of Social Sciences

Postgraduate

- MAINP Interdisciplinary Psychology(TP)

Please indicate, below, whether you agree with the statements about the threshold standards of Leeds Beckett University's awards, student achievement and the conduct of the University's assessment processes, using as a reference the framework for higher education qualifications and applicable Subject Benchmark Statements / Qualification Characteristic Statements. Please also list any shortcomings and areas for commendation. You should expand on any issues you mention here in the main report. If any boxes are ticked "No" the Dean of School or nominee will be alerted and will oversee the response from the Course Director.

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Standards Set

	Yes	No
"In my view, the threshold academic standards set for the modules/awards meet with the requirements of the relevant National Qualifications Statement's."	X	

If your answer is 'no', please provide a brief statement (bullet points) of the respect(s) in which they fall short:

Student achievement

	Yes	No	N/A*
"In my view, students' who have been awarded qualifications have had the opportunity to achieve standards beyond the threshold level that are reasonably comparable with those achieved in course(s) or subjects in other UK institutions with which I am familiar." *Not applicable – if you are a practitioner and are not in a position to assess this statement, please note here:	X		

Please provide any further comment on the comparability of collaborative provision

If your answer is 'no', please provide a brief statement (bullet points) of the respect(s) in which they fall short:

Conduct of process

Yes No

External Examiner's report summary

"In my view, the processes for assessment, examination and the determination of awards are reliable, rigorous and fairly conducted."

x

If your answer is 'no', please provide a brief statement (bullet points) of the respect(s) in which they fall short.

Actions from last year's report

(This will not be relevant if you are examining for the first time)

No

Areas of good practice/commendation

Any particular strengths or distinctive or innovative features in relation to learning, teaching and assessment:

This year has obviously been heavily impacted by COVID. This has impacted the delivery of teaching and also students' ability to submit work and meet deadlines. The University and Staff on this Course have responded sympathetically and flexibly to these trying times.

Main report

In this section you are asked to describe more fully how the University has or has not maintained threshold academic standards and the quality of the student experience in relation to the course(s) for which you are the external examiner, using as a reference the framework for higher education qualifications and applicable Subject Benchmark Statements / Qualification Characteristic Statements.

Please complete all sections of the form fully and where not applicable please state N/A. Where applicable please also complete the sections for any collaborative provision sampled.

If you are an external examiner for any of the University's Pearson Licensed Centre Programmes (HND/HNC level) provision, please also complete the section on page 9 sections l, m and n entitled "for External Examiners Associated with Pearson Licensed Centre Programmes."

Professional Body Requirements

	Yes	No	N/A*
"In my view, the professional body requirements for this course have been met. *Not applicable if the course is not a professional body course please indicate here.			
If your answer is 'no', please provide a brief statement (bullet points) of the respect(s) in which they fall short.			

(a) The operation and conduct of the Progression and Award Board (and/or Module Board meeting you may also have attended).

The conduct of the Board was professional and attentive to the specific achievements of, or issues faced

by, students. The progress of each individual student was discussed by the Board.

(b) The action, if any was required, taken in response to your report of last year. (This will not be relevant if you are examining for the first time.)

I raised no points for action last year. I did however mention the different numerical coding systems for students, which can make it difficult to link pieces of work with individual students. This year, I "fixed" this by adding surnames to the files while downloading work. This is far from ideal, especially where students share surnames! However, changing systems is far from easy, so I do not expect this to be actioned, merely noted.

(c) The overall performance of the students, in relation to that of comparable levels of work in other institutions.

I believe the cohort is broadly similar to the achievements of comparable Master's and with previous year's at Leeds Beckett.

(d) The strengths and weaknesses of the students in general with respect to knowledge, conceptual grasp or application of skills.

I especially looked at the independent projects this semester. I was impressed by the ways that students worked between their "real life" experiences and the module materials. The students were clearly engaged with the ideas behind their projects as well as the specific content and techniques they drew on. As ever with this course, what is impressive is the breadth of work being undertaken within the degree. While this is appropriately challenging for students, it also affords them the opportunity to explore ideas and content beyond their 'comfort zones'.

(e) The standards of the structure, organisation, design and marking of all examination papers and/or other forms of assessment.

It is easy to find the module guides and also further information, such as module powerpoint presentations, on the module websites. I was able to access all the examination materials. The module structures, organisation, design, assessment and marking are all of the highest standard (i.e. not just for the independent project). That is, they are both challenging, level appropriate, have the right balance of structured work and creative opportunities for students, and supported guidance.

(f) The curriculum, teaching or resourcing of the programme of study as indicated by the performance of the students in the assessment

Students perform across the range of marks. In many ways, this is a function of how strongly the students engage with the teaching materials and module content. The curriculum and resourcing of the modules is

appropriate. The teaching enables the best and the weakest students to achieve the highest marks they can achieve.

(g) Comments on the use of My Beckett (Virtual Learning Environment) within the course (if applicable).

See B Above

(h) Module content, consistency of modules and module assessment across the course and the achievement of learning outcomes. (You may be asked by your School to provide detailed comments on the modules that you examine.)

Thinking across the degree as a whole over since I started external examining, it is worth repeating: the modules of this degree are all very different. This difference is a huge strength of the degree. Its diversity of content is held together, for all, by clearly mapping the content and assessment against learning outcomes which provides consistency of delivery.

(i) Areas of student/staff engagement in teaching and learning, scholarship, research or professional practice.

The "reflection" pieces in the modules clearly prompts – and affords – students to relate the content and techniques in the modules with their professional and life experiences.

(j) The University welcomes external examiners' comments on its academic regulatory framework. Such comments may not have a direct bearing on standards set and achieved or the conduct of processes and so it may not be appropriate to include them elsewhere in this report or its summary. Please record any concerns or comments you may have here.

n/a

(k) Collaborative Provision: please include here any comments you wish to make on elements of collaborative provision for which you have responsibility (in addition to those you may have indicated previously in this report).

n/a

