

Leeds School Of Social Sciences

Postgraduate

- MPSYD 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)

Yes

Areas of good practice/commendation

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

The course includes a wide range of assessments which helps students develop a academic and transferable skills. Students generally achieve very good standard, which is a testament to the quality of the teaching.

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.	X		

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).

I did not attend the meeting face to face but was available to be contacted if necessary. Most of the communication relevant to the PAB was conducted ahead of the meeting, via e-mail.

(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.)

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

The standard is comparable to that of other institutions with a similar postgraduate offer.

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

The students' work is of a high standard. The course covers an impressive range of topics, allowing students to achieve a high standard in both conceptual grasp and skills. It is good to see a focus on employability and career development as well.

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

The structure, organisation and design of the assessments are all of a high standards, as are the marking and feedback.

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

These are all of a high standard, which is reflected in the students' overall performance.

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

I find MyBeckett quite difficult to use, as the modules page includes information on lots of different presentations of the same modules, so one is not always sure which one is relevant. Also, there is considerable variability between modules in terms of what information is included in the EE's folder. I would urge staff work towards greater uniformity of content, and maybe develop a system that would ensure that EEs are provided with all the information they need in one place.

(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.)

External Examiner's report summary

I provided detailed reports for the modules I examined. Overall, there is satisfactory consistence in assessment across the modules, and the assessment is clearly linked to learning outcomes for the modules.

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

n/a

(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