

## Leeds School Of Social Sciences

### Undergraduate

- PSYCO Psychology(UG)

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 transparent and thorough moderation procedures across all modules & the innovative methods of assessment. The assessments are generally excellent and the team should be commended for this. In addition the way the team have accommodated students during the COVID 19 pandemic demonstrates dedication and a high degree of value and consideration for students.

## 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.	<b>X</b>		
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).

# External Examiner's report summary

I was unable to attend the Award Board this year but the Module Board was conducted smoothly and efficiently. Staff were knowledgeable and passionate about their modules.

(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.

Students performed very well, and a good percentage received first or upper class degree classifications. Results are comparable to other institutions. I was impressed with the good range of marks for the assessments I have examined.

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

The programme is appropriately challenging for students across levels 4 to 6, and assessments discriminate effectively between the higher, mid and lower ability students. The programme embeds psychological theoretical knowledge and practical skills into the curriculum, and students demonstrate a good level of theory and methods, and the stronger students show a good level of critical evaluation. There is a strong emphasis on how these principles and skills can be applied in the real world. Weaknesses appear to be related to student engagement with module evaluation forms and the requirement for extensions (though the latter is unusual and is likely related to COVID)

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

Standards are extremely high, with excellent assessment design, useful feedback comments and thorough moderation procedures. The team should be commended on the organisation, design and running of the programme.

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

The curriculum is interesting, comprehensive and contemporary. I imagine that this is a very attractive degree course for potential students given the broad range of topics included in the programme.

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

I recieved clear instruction on the use of My Beckett from module leaders and the administrative team.

(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.)

I was impressed by the content of the modules I examined; they are innovative, interesting and contemporary and manage to keep up with the fast moving discipline of psychology.

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

It is clear that staff are engaged, and this is demonstrated by the high quality curriculum, marking and moderating procedures, and research led teaching. Staff are passionate about their students and their programme.

(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