

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.

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.

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:

It was heartening to see the quality of work not being affected by the Covid-19 lockdown. This is testament both to the resilience of the students and the dedication of staff in supporting students through a very challenging time.

I was again impressed by the range of employment-relevant and engaging assessments, with students being given a degree of choice in many modules in terms of the topic for their assessment. This is a good way to give students greater ownership of their studies.

I also like the way that students are able to identify an area in which they would like specific feedback from the marker. This should encourage greater student engagement with feedback.

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).

The boards have been conducted in a very organized and professional way. Great thoroughness and fairness was evident at the Progression and Award Board in applying the complicated (but very necessary) regulations to mitigate against the impact of the Covid-19 pandemic. Decisions were appropriately weighted to ensure that students were not disadvantaged.

(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 marks awarded to students on individual assessments were fair and commensurate with the standard of the work submitted and are comparable with other institutions. There was some excellent work submitted by students and this high quality is reflected in the marks awarded. The 2019/20 cohort seemed to be very strong with around 50% of students receiving module marks in the First or Upper Second range.

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

The Level 6 cohort was very strong all round. I was particularly impressed with the presentation work submitted by students which tended to be both well-presented and informed by extensive reading. There was no particular trend to the weaknesses evident in some students' work.

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

I have already noted the excellent variety of assessments across the course. These are very well-designed. The need for online exams certainly made reading the sample scripts much easier. Some good ideas for exam-based assessments were evident. The use of exam templates to upload looks to have made the assessments easier to manage for both students and staff. I liked the use of question previews for some exams, with a reduced number of these actually appearing on the assessment. This helped students to prepare better quality answers while also ensuring breadth of knowledge given that they had to revise more topics than they could be questioned on.

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

External Examiner's report summary

The curriculum is full and varied, addressing the core areas specified by the British Psychological Society and allowing students to pursue their own particular interests in the discipline through an interesting and relevant selection of optional third year modules. Students engaged well with the modules, demonstrated in some excellent work on the assessments (with some very well-designed posters and presentations being evident and these being supported by strong academic content).

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

I have found this easy to navigate in my second year as external examiner. I would like to thank module leaders for making all the necessary documentation available to me on their sites.

(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.)

As noted previously, assessments are varied and relevant. There were no obvious outliers in terms of student marks and module content was appropriate to the level at which it was delivered and to the course as a whole. I have provided detailed comments on each of the modules that I examine.

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

The Individual Differences and Work Behaviour module had assessments based around a work placement and a LinkedIn profile as part of a portfolio which was strong on employability skills.

(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.

I do not have any concerns to highlight. The standards and processes seem to be excellent.

(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

