

MA INTERDISCIPLINARY PSYCHOLOGY

External Examiner’s report summary

Please indicate in the relevant boxes 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.

| Standards set | | |
|--|-----|----|
| “In my view, the threshold academic standards set for the modules/awards are appropriate.” | Yes | No |
| | Yes | |
| If your answer is ‘no’, please provide a brief statement (bullet points) of the respect(s) in which they fall short. | | |
| | | |

| Student achievement | | | |
|---|-----|----|-------|
| “In my view, students’ achievement is comparable with similar course(s) or subjects in other UK institutions with which I am familiar.” | Yes | No | N/A * |
| | Yes | | |
| Please provide any further comment on the comparability of collaborative provision. | | | |
| | | | |
| * Not applicable – if you are a practitioner and are not in a position to assess this please indicate here. | | | |
| If your answer is ‘no’, please provide a brief statement (bullet points) of the respect(s) in which they fall short. | | | |
| | | | |

| Conduct of processes | | |
|--|-----|----|
| “In my view, the processes for assessment, examination and the determination of awards are rigorous and fairly conducted.” | Yes | No |
| | Yes | |
| If your answer is ‘no’, please provide a brief statement (bullet points) of the respect(s) in which they fall short. | | |
| | | |

| Areas of good practice |
|--|
| Any particular strengths or distinctive or innovative features in relation to learning, teaching and assessment. |

I only looked at the assessment process for the independent projects and the projects themselves. I was particularly impressed by the full commentary provided by the assessors, both as a written narrative about the scripts as well as comments on the projects themselves. In particular, I was impressed by the way that assessors took the opportunity to treat the assessment as a “teachable moment”. That is, the assessors took the opportunity to explain to students not only why they got the grade they did, but also how to improve their work in future. The assessment process is treated as part of the teaching of the module and not just an exercise in grading. This is outstanding.

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

| (a) The operation and conduct of the Progression and Award Board (and/or Module Board meeting you may also have attended). |
|--|
| The Progression and Award Board was conducted in an efficient, calm and rigorous manner. I asked a series of question, which were fully and engagingly responded it. I am confident that students were treated fairly and taking a well-rounded view of their progress and achievements. |

| (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.) |
|--|
| n/a |

| (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 comparable with 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 only saw the projects. What these revealed, as a group, was a broad range of interests, from a Lacanian critique of notions of British citizenship to the impact of austerity measures on the mental health system in the UK. This breadth shows that this degree offers a variety of different kinds of knowledge and skills |

pathways that students can use to develop their own specific interests. The more conceptual students were well versed in their theoretical approaches, while the more empirically minded students carried out their methodologies effectively.

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

I was sent the independent learning guideline booklet. This covers every aspect of the project, from the technicalities of generating the project to writing styles to the assessment framework. The better students made more use of these guidelines. The guidelines have clearly developed over a period of time and are thorough and concise and, in themselves, represent good teaching practice.

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

I have not yet seen other parts of the coursework, which will happen in 2018/2019. The outcome of the projects does not indicate that there will be significant problems with the programme of study.

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

n/a

(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 have not yet seen other parts of the coursework, which will happen in 2018/2019. The outcome of the projects does not indicate that there will be significant problems with the module content.

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

The independent project is supervised, with guidance being given in the research process from outlining the research question to the writing up phase. Many students do some limited fieldwork. There may be some potential here to build on the collaborations generated by students for future research/teaching/scholarship/professional practice.

(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 have no concerns at this time.

(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

External Examiners' Report Checklist

Please comment for all boxes

| Course Materials | | | | |
|-------------------------|--|------------|-----------|------------|
| Did you receive? | | Yes | No | N/A |
| a. | Course Handbook(s)? | Yes | | |
| b. | Academic Regulations including any Professional Statutory Body requirements where appropriate (these may be included the Course Handbook)? | | | n/a |
| c. | Module specifications (these may be in the Course Handbook)? | | | n/a |
| d. | Assessment briefs/marketing criteria? | Yes | | |

| Draft examination papers | | | | |
|---------------------------------|---|------------|-----------|------------|
| | | Yes | No | N/A |
| a. | (i) Did you receive all the draft papers? | | | n/a |
| | (ii) If not, was this at your request? | | | |
| b. | (i) Was the nature and level of the questions appropriate? | | | n/a |
| | (ii) If not, were suitable arrangements made to consider your comments? | | | |
| c. | Were suitable arrangements made to consider your comments? | | | n/a |

| Draft coursework | | | | |
|-------------------------|---|------------|-----------|------------|
| | | Yes | No | N/A |
| a. | (i) Did you receive all the draft coursework? | | | n/a |
| | (ii) If not, was this at your request? | | | |
| b. | (i) Was the nature and level of the coursework appropriate? | | | n/a |
| | (ii) If not, were suitable arrangements made to consider your comments? | | | |
| c. | Were suitable arrangements made to consider your comments? | | | n/a |

| Marking Examination Scripts | | | | |
|---|--|-----|----|-----|
| | | Yes | No | N/A |
| a. | (i) Did you receive a sufficient number of scripts from both home and (if appropriate) collaborative partner students? | | | n/a |
| | (ii) If you did not receive all the scripts, was the method of selection satisfactory? | | | |
| <p>Recommended sample sizes at Leeds Beckett University are as follows:</p> <p>a) Samples should be determined by a square root of cohort size, no smaller than 6, no larger than 15. However it should be borne in mind that not all work is assessed in a way that makes a square root sample possible and allowance should be made. For example in subjects such as the performing arts where there may be a requirement for an external to come and view a performance instead, or to visit the exhibition of art work.</p> <p>b) Samples to include all classification categories, and it is helpful to concentrate around the boundaries to include some fails.</p> <p>c) Samples to consist of internally moderated work, clearly evidencing the moderation process.</p> | | | | |
| b. | Was the general standard and consistency of marking appropriate? | Yes | | |
| c. | Were the scripts marked in such a way to enable you to see the reasons for the award of given marks? | Yes | | |

| Dissertations/project reports | | | | |
|-------------------------------|---|-----|----|-----|
| | | Yes | No | N/A |
| a. | Was the choice of subjects for dissertations appropriate? | Yes | | |
| b. | Was the method and standard of assessment appropriate? | Yes | | |

| Coursework/continuously assessed work | | | | |
|---------------------------------------|--|-----|----|-----|
| | | Yes | No | N/A |
| a. | Was sufficient coursework made available to you for assessment from both home and (if appropriate) collaborative partner students? | | | n/a |
| b. | Was the method and general standard of marking and consistency satisfactory? | | | n/a |

| Orals/performances/recitals/appropriate professional placements | | | | |
|---|---|-----|----|-----|
| | | Yes | No | N/A |
| a. | Were suitable arrangements made for you to conduct orals and/or moderate performances/recitals/appropriate professional placements? | | | n/a |

| Module Board/Progression and Award Boards | | | | |
|---|---|-----|----|-----|
| | | Yes | No | N/A |
| a. | Were you able to attend the meetings? | Yes | | |
| b. | Were the meetings conducted to your satisfaction? | Yes | | |
| c. | Were you satisfied with the recommendations of the Module Board/Progression and Award Boards? | Yes | | |

Development and support of External Examiners

Please mark the appropriate boxes:

| | <u>Yes</u> | <u>No</u> |
|---|----------------------------|---------------------------------------|
| Were you new in post in academic year 2018/19? | <input type="checkbox"/> Y | <input type="checkbox"/> |
| If you were new: | | |
| (a) Did you access the on-line External Examiner Induction Module? | <input type="checkbox"/> Y | <input type="checkbox"/> |
| If not, was there a particular reason? | <input type="text"/> | |
| (b) Did you receive any specific induction or other support from your School? | <input type="checkbox"/> | <input checked="" type="checkbox"/> N |
| (c) Some inexperienced new examiners are formally mentored. Were you? | <input type="checkbox"/> | <input checked="" type="checkbox"/> N |
| (d) Did you find the mentoring you received helpful? | <input type="checkbox"/> | <input type="checkbox"/> |

Any general or specific comments on the development and support offered by the University, especially improvements you would like to see: