

## BSc (Hons) Psychology 2017/18

### 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 leader.

Standards set		
"In my view, the threshold academic standards set for the modules/awards are appropriate."	<b>Yes</b>	<b>No</b>
	<b>X</b>	
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."	<b>Yes</b>	<b>No</b>	<b>N/A *</b>
	<b>X</b>		
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."	<b>Yes</b>	<b>No</b>
	<b>X</b>	
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.
<b>The focus on employability and applying skills to the real world. The care and consideration of the academic staff.</b>

## 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.	<b>Yes</b>	<b>No</b>	<b>N/A *</b>
<i>*Not applicable if the course is not a professional body course please indicate here.</i>	<b>x</b>		
<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 Board of Examiners (and or Examination Committee meeting you may also have attended).
<b>The operation and conduct of the Board of Examiners was entirely appropriate. The staff had spent sufficient time gathering the correct information about the students in order to make the appropriate recommendations. The staff had prepared fully for the board.</b>

(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.)
<b>I have repeatedly raised the issue of students being weak theoretically and that some core areas (taught at Level 6, which is unusual anyway) are not set at the right level (being too easy). Changes have been made to accommodate my suggestions and it is pleasing to hear that further changes to the course are planned to ensure more core areas taught at Levels 4 and 5.</b>

(c) The overall performance of the students, in relation to that of comparable levels of work in other institutions.
<b>Students at similar level institutions perform at similarly. The students at Leeds Beckett receive an exceptional amount of support. This level of support ensures that the students can perform at an appropriate level if they engaged with the course even slightly.</b>

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

**Students have very high level skills in group work and presentations. These are important key transferable skills. While the students are able to apply skills with the appropriate level of support, they do have weaknesses in research methods and conceptual areas. They are much weaker than students at other institutions in the core areas of psychology (and in particular in cognitive psychology). Students are also unable to be independent. Without attendance, students are not able to perform well.**

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

**The assessments are nearly all very well organised and structured. They have been designed to give the students the best chance to apply their skills. The variety allows for all students to have a chance of success. The applied and real world nature of many of the assessments allows for students to demonstrate their employability skills. The marking is consistent.**

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

**The course meets the requirements of the British Psychological Society and has an appropriate curriculum. Teaching is also appropriate, but staff must always remember that they have the expertise and should not meekly agree with every student comment - sometimes educators know best and should deliver information in the most appropriate way even if it is not always the most popular. Resources appear sufficient.**

(g) Comments on the use of X-stream (Virtual Learning Environment) within the course (if applicable).

**The VLE is used in a manner consistent with other universities: all relevant material is present.**

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

**Modules are devised exceedingly well to apply the skills that the students have learnt. The modules are built in a really good way to test the students skills. They build through the teaching weeks in order to prepare students to complete the relevant coursework or the exam. The modules are not consistent with each other, but this is entirely fair given the highly different natures of the topics.**

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

professional practice.

**The staff engagement in teaching is phenomenal in general. The year tutors are so encouraging and caring. They appear to know each and every student and are able to work out the best solutions for each. The staff also devise appropriate and interesting modules and assessments which is highly commendable. The way the staff attempt to engage students in professional practice is particularly pleasing. This allows staff to show how the course is applied in the real world really nicely.**

(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 noted before that the moderation policy is somewhat unusual. I find the process of changing the marks of work in moderation sample odd as it would indicate that work not moderated is at a disadvantage.**

(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).

**External Examiners' Report Checklist**

**Please comment for all boxes**

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

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

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

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?	x		
	(ii) If you did not receive all the scripts, was the method of selection satisfactory?			
<p><b>Recommended sample sizes at Leeds Beckett University are as follows:</b></p> <p><b>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.</b></p> <p><b>b) Samples to include all classification categories, and it is helpful to concentrate around the boundaries to include some fails.</b></p> <p><b>c) Samples to consist of internally moderated work, clearly evidencing the moderation process.</b></p>				
b.	Was the general standard and consistency of marking appropriate?	x		
c.	Were the scripts marked in such a way to enable you to see the reasons for the award of given marks?	x		

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

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?	x		
b.	Was the method and general standard of marking and consistency satisfactory?	x		

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?	x		

Examination Committee/Board of Examiners				
		Yes	No	N/A
a.	Were you able to attend the meetings?	x		
b.	Were the meetings conducted to your satisfaction?	x		
c.	Were you satisfied with the recommendations of the Examination Committee/Board of Examiners?	x		