

The University of Leeds**EXTERNAL EXAMINER'S REPORT**

ACADEMIC YEAR: 2011– 2012

Part A: General Information**Subject area and awards being examined**

Faculty / School of:	LUBS
Subject(s):	
Programme(s) / Module(s):	
Awards (e.g. BA/BSc/MSc etc):	MSc in Organizational Psychology

Completed report

The completed report should be attached to an e-mail and sent as soon as possible, and no later than six weeks after the relevant meeting of the Board of Examiners, to exexadmin@leeds.ac.uk.

Alternatively you can post your report to: **Head of Academic Quality and Standards**
Academic Quality and Standards Team
Room 12:81, EC Stoner Building
The University of Leeds, Leeds LS2 9JT

Part B: Comments for the Institution on the Examination Process and Standards**Matters for Urgent Attention**

If there are any areas which you think require urgent attention before the programme is offered again please note them in this box

None

Only applicable in first year of appointment

Were you provided with copies of previous relevant External Examiners' reports and the response of the School to these?

None available

For Examiners completing their term of appointment

Please comment on your experience of the programme(s) over the period of your appointment, remarking in particular on changes from year to year and the progressive development and enhancement of the learning and teaching provision, on standards achieved, on marking and assessment and the procedures of the School

Standards

1. Please indicate the extent to which the programme Aims and Intended Learning Outcomes (ILOs) were commensurate with the level of the award

- *The appropriateness of the Intended Learning Outcomes for the programme(s)/modules and of the structure and content of the programme(s);*
- *The extent to which standards are appropriate for the award or award element under consideration.*

The programme is clearly structured and the learning outcomes all fit with a high quality masters degree.

2. Did the Aims and ILOs meet the expectations of the national subject benchmark (where relevant)?

- *The comparability of the programme(s) with similar programme(s) at other institutions and against national benchmarks and the Framework for Higher Education Qualifications.*

My understanding is that the course is accredited by the British Psychological Society and therefore meets the standards of this body.

3. Please comment on the assessment methods and the appropriateness of these to the ILOs

- *The design and structure of the assessment methods, and the arrangements for the marking of modules and the classification of awards;*
- *The quality of teaching, learning and assessment methods that may be indicated by student performance.*

Different methods of assessment methods are used and reflect the ILOs of the course.

4. Were students given adequate opportunity to demonstrate their achievement of the Aims and ILOs?

- *The academic standards demonstrated by the students and, where possible, their performance in relation to students on comparable courses;*
- *The strengths and weaknesses of the students as a cohort.*

The assessment process as a whole provided a good test of student abilities and the performance of students was comparable to students on other Organisational Psychology Masters.

5. For Examiners responsible for programmes that include clinical practice components, please comment on the learning and assessment of practice components of the curriculum

N/A

6. Please comment on the nature and effectiveness of enhancements to the programme(s) and modules since the previous year

It would be particularly helpful if you could also identify areas of good practice which are worthy of wider dissemination.

N/A

7. Please comment on the influence of research on the curriculum and learning and teaching

This may include examples of curriculum design informed by current research in the subject; practice informed by research; students undertaking research.

Across the course, teaching is informed by research and the faculty staff teaching on the programme are themselves key contributors in the discipline area. Furthermore, opportunities for students to undertake research are built into student tasks and learning activities.

For Examiners involved in mentoring arrangements

8. If you have acted as a mentor to a new External Examiner or have received mentor support please comment here on the arrangements

I had a useful discussion with the mentor.

The Examination/Assessment Process

9. The University and its Schools provide guidance for External Examiners as to their roles, powers and responsibilities. Please indicate whether this material was sufficient for you to act effectively as an External Examiner.

- *Whether External Examiners have sufficient access to the material needed to make the required judgements and whether they are encouraged to request additional information.*

Material was provided in an efficient and timely manner.

10. Did you receive appropriate documentation relating to the programmes and/or parts of programmes for which you have responsibility, e.g. programme specifications or module handbooks, marking criteria?

- *The coherence of the policies and procedures relating to External Examiners and whether they match the explicit roles they are asked to perform.*

Yes. These were comprehensive, up to date and high informative.

11. Were you provided with all draft examination papers/assessments? Was the nature and level of the questions appropriate? If not, were suitable arrangements made to consider your comments?

Yes and I was particularly impressed by the willingness of lecturers to make changes in the light of my comments.

12. Was sufficient assessed / examined work made available to enable you to have confidence in your evaluation of the standard of student work? Were the scripts clearly marked/annotated?

Yes.

13. Was the choice of subjects for dissertations appropriate? Was the method and standard of assessment appropriate?

The choice of dissertations for subject was very appropriate, as was the standard of assessment.

14. Were the administrative arrangements satisfactory for the whole process, including the operation of the Board of Examiners? Were you able to attend the meeting? Were you satisfied with the recommendations of the Board?

Yes and I would like to thank <> for her excellent administration.

15. Were appropriate procedures in place to give due consideration to mitigating circumstances and medical evidence?

Yes

Other comments

Please use this box if you wish to make any further comments not covered elsewhere on the form

The course leader and course team are to be complimented on creating a course that is very well structured and organised. I believe that the course will provide students with an interesting and challenging introduction to organisational psychology and that the course compares very favourably to others in the UK.

In the future, I would like to encourage lecturers to use the full range of marks at the upper end.

The thirty credit modules could have a greater level of assessment. I know that action has been taken to increase the level of assessment on the Research Design and Analysis module but this

should also be looked at for all other 30 credit modules.

<>

07 March 2013

Dear <>,

Thank you for your recent Examiner's Report for the MSc in Organizational Psychology.

We are very pleased with your comments on our programme, especially those around the overall course design, which you describe as interesting, challenging and high quality. The programme team have worked hard to design an attractive programme for their students, and your comments provide a rewarding acknowledgement of this.

We are happy to hear that you feel that our assessment methods are generally appropriate. The feedback that you have provided has helped the team to make improvements to the student experience, and it is always gratifying to have our teaching methods reviewed and found to be of a standard that allows our students to make good progress. We will continue to monitor and review our assessment methods in line with your feedback and suggestions.

We intend to review the minor recommendations that you made in your report, with a view to identifying a means to ensure these matters for future cohorts. We will ensure that our first and second markers pay close attention to their use of the full marking spectrum, in particular at the upper end. We will also review the levels of assessment across the larger modules on the programme. The programme team have arranged to meet in late November to review the course, and this will feature heavily in the agenda.

The praise that you have given to our staff is very rewarding and we are very grateful for your supportive comments and your continued guidance for our programmes.

Yours sincerely,

<>

Dean

Leeds University Business School