

The University of Leeds
EXTERNAL EXAMINER'S REPORT

ACADEMIC YEAR: 2013– 2014

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

Name and home Institution / affiliation of Examiner

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 Quality Assurance
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?

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

Excellent administrative support

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 ILO 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 will provide a good test of student abilities.

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

NA

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.

NA

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 faculty staff teaching on the programme are themselves key contributors in the discipline area. Furthermore, opportunities for research development are built into student tasks and learning activities.

8. Where the programme forms part of an Integrated PhD, please comment on the appropriateness of the programme as training for a PhD

For Examiners involved in mentoring arrangements

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

The Examination/Assessment Process

10. 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.

11. 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.

12. 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

13. 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

14. 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.

15. 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?

The admin arrangements were very good. I could not attend the Exam Board

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

NA

Other comments

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

None

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18 May 2015

Dear <<>>,

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

Thank you for your constructive review and helpful advice regarding the continued development of our programme. My colleagues on the programme team will be delighted to see the positive evaluations of the individual modules and programme as a whole. It is particularly rewarding to hear that you believe that the programme is of a high quality and continues to improve.

We continue to work to improve the programme, and to this end, the programme team will be meeting in January 2015 to discuss specific improvements to the course and its modules, particularly in light of the newly launched British Psychological Society (BPS) Division of Occupational Psychology (DOP) training syllabus. I can confirm that we have already committed to make (or have already made) the following changes for the current academic cycle:

LUBS5384:

- To reduce the length of sessions from 3 hours, to 2.5 hours (1.5 hour lecture, 1 hour seminar).
- To include more opportunities for feedback in the seminar time, and further exam guidance will be provided.

LUBS5390:

- To implement a more formal split between the lecture and seminar/workshop delivery.
- To introduce stats drop in sessions.
- To incorporate further practical examples into teaching materials.

LUBS5386:

- To introduce more opportunities for students to seek and receive feedback on their assignments.

LUBS5385:

- To schedule the teaching delivery during semester 1 and spread the assessment load to avoid the middle of semester 2 onwards.

LUBS5382:

- To split the 30 credit module into two 15 credit modules to help students better understand the links between material and assessments.

LUBS5380:

- To reduce the exam length from 3 hours to 2 hours (and the number of exam questions answered from 3 to 2).
- Run a mock exam session for students to gain feedback on exam technique.

Once again, thank you for acting as our external examiner, your quick responses and insights are much appreciated. Please do let me know if there are any additional changes or suggestions that you think should be implemented prior to our next formal review.

Yours sincerely,

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Dean, Leeds University Business School

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