

The University of Leeds
EXTERNAL EXAMINER'S REPORT

ACADEMIC YEAR: 2016-17

Part A: General Information

Subject area and awards being examined

Faculty / School of:	Leeds University Business School
Subject(s):	<i>Psychology</i>
Programme(s) / Module(s):	Business Psychology, Organizational Psychology, Organisational Behaviour
Awards (e.g. BA/BSc/MSc etc):	MSc

Part B: Comments for the Institution on the Examination Process and Standards

Points of innovation and/or good practice

Please highlight areas of innovation or good practice within the programmes or processes you have been involved with in this box.

Assessments blend the mixture of academic rigour with applied practice well and something which is key to vocational MSc courses. Assignments are challenging and move away from the standard essay-type responses. Assessments allow the students to thrive in a variety of assignments.

Enhancements made from the previous year

Please highlight any enhancements made to the programme(s) or processes over the past year in this box.

I do not believe that there have been any substantial enhancements to the programmes.

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

NO

For Examiners in the first year of appointment

1.	Were you provided with an External Examiner Handbook?	Y / N
2.	Were you provided with copies of previous External Examiners' reports and the School's responses to these?	Y / N
3.	Were you provided with a External Examiner Mentor?	Y / N

For Examiners completing their term of appointment

4.	Have you observed improvements in the programme(s) over the period of your appointment?	Y / N
5.	Has the school responded to comments and recommendations you have made?	Y / N
6.	Where recommendations have not been implemented, did the school provide clear reasons for this?	Y / N
7.	Have you acted as an External Examiner Mentor?	Y / N

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

8.	Is the overall programme structure coherent and appropriate for the level of study?	Y
9.	Does the programme structure allow the programme aims and intended learning outcomes to be met?	Y
10.	Are the programme aims and intended learning outcomes commensurate with the level of award?	Y
11.	Did the Aims and ILOs meet the expectations of the national subject benchmark (where relevant)?	Y
12.	Is the programme(s) comparable with similar programmes at other institutions?	Y
<p><i>Please use this box to explain your overall impression of the programme structure, design, aims and intended learning outcomes.</i></p> <p>The programmes provide a clear route to organisational/business psychology, commensurate with programmes at other institutions.</p>		
13.	Is the influence of research on the curriculum and learning and teaching clear?	Y
<p><i>Please explain how this is/could be achieved (examples might include: curriculum design informed by current research in the subject; practice informed by research; students undertaking research)</i></p> <p>Students undertake research which is linked to tutor research expertise. Also, the Socio Tec expertise within the teaching group is brought into the teaching throughout the degrees.</p>		
14.	Does the programme form part of an Integrated PhD?	N
<p><i>Please comment on the appropriateness of the programme as training for a PhD:</i></p> <p>This programme will certainly provide the 1 for a 1+3 PhD programme. It provides the students with background knowledge and skills in research methods and statistics.</p>		
15.	Does the programme include clinical practice components?	N
<p><i>Please comment on the learning and assessment of practice components of the curriculum here:</i></p>		
16.	Is the programme accredited by a Professional or Statutory Regulatory Body (PSRB)?	Y
<p><i>Please comment on the value of, and the programme's ability to meet, PSRB requirements here:</i></p> <p>The Organisational Psychology MSc is accredited by the BPS. This is vital to the continuation of the course as it provides stage 1 for the training to become a Chartered and/or Practitioner Occupational Psychologist.</p>		

Assessment and Feedback

17.	Does the programme design clearly align intended learning outcomes with assessment?	Y
<p><i>Please comment on the assessment methods and the appropriateness of these to the ILOs, in particular: 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.</i></p> <p>Assessment methods challenge the students and are geared towards not only knowledge-based ILOs but also the more practical skills. Modules are marked by the first marker and then moderated by a second marker. This is clear</p>		

for the External Examiner to see. Students performance is excellent at the top end with some very impressive pieces of work produced.		
18.	Is the design and structure of the assessment methods appropriate to the level of award?	Y
19.	Were students given adequate opportunity to demonstrate their achievement of the programme aims and intended learning outcomes?	Y
<p><i>Please comment on 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:</i></p> <p><i>Students are comparable with those on other courses. Those performing at the high end produce excellent pieces of work and are marked accordingly.</i></p>		
<p><i>Please use this box to provide any additional comments you would like to make in relation to assessment and feedback:</i></p> <p>The feedback provided by the teaching team is excellent. It is detailed, constructive, developmental and focused on the positive and weaknesses of the work. I find the procedure of offering more detailed feedback to those students who fail a module as an example of good practice. Going forward as numbers on modules are growing, it is imperative that tutors are afforded the time to continue the excellent feedback provided.</p>		

The Progression and Awards Process

20.	Were you provided with guidance relating to the External Examiner's role, powers and responsibilities in the examination process?	Y
21.	Was the progression and award guidance provided sufficient for you to act effectively as an External Examiner?	Y
22.	Did you receive appropriate programme documentation for your area(s) of responsibility?	Y
23.	Did you receive appropriate module documentation for your area(s) of responsibility?	Y
24.	Did you receive full details of marking criteria applicable to your area(s) of responsibility?	Y
25.	Were you provided with all draft examination papers/assessments?	Y
26.	Was the nature and level of the assessment questions appropriate?	Y
27.	Were suitable arrangements made to consider your comments on assessment questions?	Y
28.	Was sufficient assessed work made available to enable you to have confidence in your evaluation of the standard of student work?	Y
29.	Were the examination scripts clearly marked/annotated?	Y
30.	Was the choice of subjects for final year projects and/or dissertations appropriate?	Y
31.	Was the method and standard of assessment appropriate for the final year projects and/or dissertations?	Y
32.	Were the administrative arrangements satisfactory for the whole process, including the operation of the Progression and Awards Board?	Y
33.	Were you able to attend the Progression and Awards Board meeting?	Y
34.	Were you satisfied with the recommendations of the Progression and Awards Board?	Y
35.	Were you satisfied with the way decisions from the School Special Circumstances meeting were communicated to the Progression and Awards Board?	Y
<p><i>Please use this box to provide any additional comments you would like to make on the questions above:</i></p>		

I have selected 'yes' to the question about dissertations being appropriate because in the main they were. I however have already spoken to the Programme Director about the fact that a few projects were a little removed from the notion of Business Psychology. Also, the project submissions could do with using a style guide which will standardised the production of the submissions.

Other comments

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

Can I thank all those involved in the administration side of the assessments. I am kept informed all throughout the process with very detailed information provided to aid my examination of the assessments.

Name of School and Head of School (or nominee)

Title and Name of Responder:

Position*:

Faculty / School of:

Address for communication:

Email:

Telephone:

Programme Director, MSc BP, MSc OP	
Leeds University Business School, Management Division	
Maurice Keyworth Building Moorland Road Leeds, LS6 1AN	

*If the individual responding to the report is not the Head of School please state their position within the School.

Completing the School response

The completed School response (including the full original report) should be attached to an e-mail and sent to the Pro-Dean for Student Education in the relevant Faculty. Following approval by the Pro-Dean for Student Education, the School must send the response (including the full original report) directly to the External Examiner. A copy must also be emailed to the Quality Assurance Team at qat@leeds.ac.uk. External Examiners should receive a formal response no later than six weeks after receipt of the original report.

Response to Points of innovation and/or good practice

Thank you for highlighting the points of good practice.

We are very pleased that you found the assessments to integrate academic rigour and practice, as well as being challenging and varied. We are also very pleased that you found these to be appropriately challenging for students as we find that this helps ensure student engagement with the programme.

Response to Enhancements made from the previous year

As you rightly noted we have not made any substantial changes to the programme this year. However, in the current year (2017/18) we are now trialling a 'flipped classroom' approach to the teaching of the advanced research methods module, to help students to prepare for small-group seminars, and giving them chance to consolidate thoughts and questions. It so it will be great to hear your thoughts on this in due course.

Response to Matters for Urgent Attention

If any areas have been identified for urgent attention before the programme is offered again please provide a specific response to them here:

n/a

Response to questions 1-7 (and related comments)

Schools may provide a general response; however, where Examiners raise specific points these must be addressed individually:

n/a

Standards**Response to questions 8 to 16 (and related comments)**

Schools may provide a general response; however, where Examiners raise specific points these must be addressed individually:

It is very pleasing to hear that in your experience our programmes are commensurate with other programmes that you are familiar with, and that the Organizational Psychology MSc meets the BPS standards for stage one training. We are delighted to report that we have now been reaccredited by the BPS for a further 5 years, and that as part of this evaluation the programme received 6 commendations for excellent practice as part of their evaluation. One of these was in relation to the integration of research into our teaching. We fully recognise the imperative role that you

have played in helping us to uphold the standards of the programmes, and are very grateful for your insightful feedback. Thank you.

It is interesting that you recognised the value of the programme to a 1+3 PhD route. A number of students from the programme have begun their PhD at Leeds (and elsewhere) having completed the programme, but it is not yet classified as an integrated programme. This is something I will follow up on.

Assessment and Feedback

Response to questions 17 to 19 (and related comments)

Schools may provide a general response; however, where Examiners raise specific points these must be addressed individually:

We have worked hard to develop innovative assessments that students enjoy completing as well as find challenging, and so we are very glad that you found the standard of the students' work to be high overall.

Thank you for your generous remarks in relation to assessment feedback. We were delighted to hear that you found this to be of such high quality. Whilst students value the speed with which they receive feedback, we agree that this needs to be balanced against the provision of high quality feedback, which inevitably takes much longer to prepare, alongside other workload commitments. Thank you for highlighting the time that this quality of feedback takes to prepare.

The Progression and Awards Process

Response to questions 20-35 (and related comments)

Schools may provide a general response; however, where Examiners raise specific points these must be addressed individually:

Thank you for raising the matter of dissertation topics, and for suggesting that we create a style guide. Both of these discussions were very helpful, and I have followed up on the discussion with both the programme team, and in particular, with the new dissertation module leader who is taking this forward in 2017/18.

Other comments

Response to items included in the 'Other Comments' section of the report

Thank you once again for your insightful and thoughtful feedback on the programme. We really value the time you have taken to consider the materials that have been sent to you to review, and for your considered and constructive feedback. Your ideas and feedback continue to help us to shape the development of the programme, and we are very grateful for your diligence in this role.