

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

ACADEMIC YEAR: 2018-19      QAT Received 26/07/2019

**Part A: General Information**

**Subject area and awards being examined**

*Title and Name of Examiner:*

*Faculty / School of:*

Education

*Subject(s):*

Psychology, Education

*Programme(s) / Module(s):*

Psychology with Education programme / EDUC1015, EDUC1211

*Awards (e.g. BA/BSc/MSc etc):*

BSc

**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.*

This is a new, innovative programme offering insights into the psychological foundations of the field of education, and their potential educational applications.

**Enhancements made from the previous year**

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

This is the first year the programme was offered.

**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*

n.a.

**For Examiners in the first year of appointment only**

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 an External Examiner Mentor?	Y / N

**For Examiners completing their term of appointment only**

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

*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*

My response above refers to my previous role as the external examiner for the programme *BA Childhood Studies*.

My meetings with the programme director and tutors (BA Childhood Studies) were productive. I particularly appreciated the constructive exchange related to programme evaluation and development in preparation for the exam board meetings in June. My feedback and suggestions were welcomed and productively discussed.

In contrast, the written response (as provided in response to my examiner report) was at times rather generic and lacking clear action points.

## 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>I find these are appropriate based on the information provided.</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>My response is based on my conversations with programme leaders and the programme overview.</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>		
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>Students can gain Graduate Basis for Chartered Membership (GBC) with the British Psychological Society (BPS).</p>		

## Assessment and Feedback

17.	Does the programme design clearly align intended learning outcomes with assessment?	Y / N
<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>		

I have no reason to believe that this is not the case. It is difficult to judge, however, at this stage as year-one student work is not shared with external examiners. The arrangements for the marking of modules were appropriate, and marking statistics were in line with what would be an expected spread of marks across mark bands.

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

*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:*

Please see my comment to question 17.

*Please use this box to provide any additional comments you would like to make in relation to assessment and feedback:*

**For markers to ensure that marks are not changed as a consequence of the second marking of only a subsample of the student work. This practice is unfair to those students who happen to not be part of the second marking batch.**

Of course, sometimes a first marker may specifically ask for a second opinion on a particular assignment and then adjust their mark; this is a different situation (and perfectly fine). But generally, the random selection of student work for second marking should not lead to changes in marks, unless a systematic error is discovered. If this is the case (e.g. a marker is too lenient or strict), then all assignments have to be remarked.

### 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?	n.a.
29.	Were the examination scripts clearly marked/annotated?	n.a.
30.	Was the choice of subjects for final year projects and/or dissertations appropriate?	n.a.
31.	Was the method and standard of assessment appropriate for the final year projects and/or dissertations?	n.a.
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?	N

34.	Were you satisfied with the recommendations of the Progression and Awards Board?	n.a.
35.	Were you satisfied with the way decisions from the School Special Circumstances meeting were communicated to the Progression and Awards Board?	n.a.
<p><i>Please use this box to provide any additional comments you would like to make on the questions above:</i></p> <p>This is the first year the programme was offered. Unfortunately, I was not able to attend the June Exam Board meeting this year, however I was available via phone for potential questions prior to the meeting.</p>		

#### Other comments

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

I believe this is an exciting new programme which will prove successful in the coming years.

I would like to thank the academic and administrative staff for their time and efforts in supporting me in my role over the past 4 years. I have enjoyed acting in my role as external examiner for the School of Education and have consistently been impressed by the commitment of the programme team.

**Part C: School Response to External Examiner Report****Name of School and Head of School (or nominee)***Title and Name of Examiner:*

Subject(s):

*Psychology, Education*

Programme(s) / Module(s):

Psychology with Education programme, EDUC1015, EDUC1211

Awards (e.g. BA/BSc/MSc etc):

BSc

*Title and Name of Responder:*

Position\*:

Programme Manager

Faculty / School of:

*School of Education*

Address for communication:

Email:

Telephone:

*\*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) must be sent directly to the External Examiner. A copy must also be emailed to the Quality Assurance Team at [gat@leeds.ac.uk](mailto:gat@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 your comments on the innovative nature of the new programme. We are excited to have introduced it this year and hope that bringing together the study of Psychology and Education within a single programme will offer students a high level of challenge and also opportunity.

**Response to Enhancements made from the previous year**

N/A – this report relates to the initial year of a new programme.

**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:*

None listed

**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:*

No concerns are raised in points 1-7. In the related comments, the feedback relates to the BA Childhood Studies, as the BSc Psychology with Education has just completed its first year (and so no student work needed to be scrutinised). Nevertheless, the need for having a more detailed written response with action points will be taken into consideration for next year's report for this programme.

**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:*

No points are raised in this section. We are satisfied that the required standards are being met by the programme. This will be closely monitored as the programme progresses into its second and final years.

## 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:*

Student work from the first year is not monitored, but it is pleasing to note that the arrangements for marking and also the range of marks is considered to be appropriate from the first cohort of students. In relation to changing marks as a consequence of second-marking, we agree that this should not happen unless the first marker has specifically requested the opinion of the second marker. This will be monitored in the next academic year and the marking team will be reminded of the need for absolute consistency. This has been discussed across undergraduate modules at school-level, and so this more consistent approach should be enacted more consistently in the next academic year.

## 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:*

No specific points were raised and [redacted] was unable to attend the Progression and Awards Board. However, [redacted] was available via phone prior to the meeting. All students who had completed all modules progressed satisfactorily to L2. Three students had modules to complete and their progression will be considered at the next board.

## Other comments

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

Thank you for the encouraging comments on the new programme. We hope that it will continue to develop and attract motivated students in the future. Thank you also for acting as External Examiner in its initial year of running.

We would like to thank you for your contribution to this and other programmes over the last four years. It is good to know that you have found it easy to work with both the academic and administrative staff and enjoyed acting in your role as external examiner for the School of Education. We would also like to thank for your comments about the commitment of the programme team.