

External Examiners' Report

Please note that the completed report form will be made available to students and staff therefore please do not identify individual students or staff by name or candidate number. If you wish to bring to the attention of the University issues pertaining to a confidential matter, please do this separately by contacting the Academic Registrar at the University of Law.

If you are responsible for more than one programme, we request that you use a separate template for each programme as appropriate.

Academic Year covered by report	21/22
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Name of External Examiner	Richard Heslop
Home Institution	Bournemouth University Open University
Programme being examined	BSc (Hons) Professional Policing
Modules examined	Response Policing & Police Investigation
Date of Report	16/2/2023

Information and Guidance

1. Did you:

Y

N

Standards and Design of Assessment

2a: Did you receive:	Y	N
Draft assessments to comment on?	Y	
Acknowledgement that your comments had been considered appropriately? If “No”, please comment below:	Y	
<i>Type your text here</i>		
<p>2b: Please comment on the following:</p> <p>Whether the standards of the assessments were set at the appropriate level in the discipline, and with reference to national subject benchmark statements, Apprenticeship Standard or PSRB guidelines (e.g., Framework for Higher Education Qualifications (FHEQ), QAA subject benchmarks, and where relevant Professional, Statutory and Regulatory Bodies (e.g., SRA)).</p>		
<p>This is a level 5 module and the standards of assessment are set at the appropriate level and which provide rigour and a degree of ‘real world relevance’ and are relevant to the College of Policing PEQF curriculum.</p>		
<p>2c: Please comment on each of the following with examples:</p> <ul style="list-style-type: none"> x Whether the assessments (formative and summative) were well-designed, valid and reliable; x whether they assessed appropriately the learning outcomes set for the programme; x whether they were sufficiently challenging for students in the context of the subject matter and the course. 		

Overall, the assessments were well designed and were designed to provide some real-world relevance as to be expected in a vocational policing programme.

As per my earlier comments in my report into the methods of assessment, I did feel that while there are good logistical reasons for treating the role play exercise and the five part statement assessment as ‘standalone’ tasks, moving forward the Course Team might consider linking the scenarios in some way. For example, the students could end up taking a statement from someone who has seen the suspect for the crime, rather than taking a statement relating to an entirely different scenario. I feel that there are some good pedagogical reasons for linking scenarios in a programme such as this, but this is something for the Course Team to consider moving forward.

In my understanding the learning outcomes are largely if not entirely determined by the College of Policing. Arguably there are too many! but I fully accept this is outside

the control of the Course Team. The Course Team have done a good job of developing and running a range of assessments which test the voluminous learning outcomes set for the programme.

Standard of Student Performance

3. Please comment on the following:

From the student work you sampled, whether the standards of student performance were comparable with similar programmes and subjects in other UK higher education institutions with which you are familiar.

Yes.

Marking and Moderation

4a: Did you receive:	Y	N
A sufficiently broad sample of scripts across the marking range?	Y	
Sufficient time for external moderation?		No
Data to show whether marking was consistent across marking teams?	Y	

If “No” to any of the above, please comment:

No due to the delays as outlined above at section 1.

4b. Please comment on each of the following with examples:

- x Whether the method and general standard of marking was credible, consistent, fair and robust;
- x whether the marks awarded were reflective of the standards expected at that particular level and for all students;
- x whether the marking criteria was presented clearly a 1.22 0 king crpntar Tm [(par)7(t)2(i)6(

The student feedback sheets for Bloomsbury commented on all components of the assessment, but the Leeds sheets only commented on the oral presentation.

Leeds markers went into more depth using the structure of

- x This was done well
- x This needs to be improved.

Moving forward, the markers and Course Team may want to agree and initiate a more standardised approach to the feedback.

Conduct of the Examination/Awards Board

5a: Did you:	Y	N
Attend the examination/awards board?	Y	
If “Yes”, how many and which ones? One		
5b: Conduct of the Board:	Y	N
Were the Boards you attended conducted in accordance with the University Assessment Regulations, including procedures relating to students with concessions?	y	
Were you satisfied with the recommendations of the Board?	y	
If “No” to any of the above, please comment below:		

Academic Standards of the Programme

6a. Do the modules that you sample allow students to develop relevant skills (e.g., cognitive skills, practical skills, transferable skills and professional competences)? If “No”, please comment:	Y	N
<i>Type your text here</i>	yes	
6b. Is the module/programme design, delivery and assessment informed by up-to-		

<i>Type your text here</i>	Yes	
6c. Does the curriculum design and assessment strategy enable students to meet the programme learning outcomes? If “No”, please comment:	Y	N
<i>Type your text here</i>	yes	
6d. How well does the programme/module, in your opinion, prepare graduates for employment or further study?		
This is a professional policing degree programme and from my limited involvement in externally examining one unit I judge that that this module does play a useful role in preparing students for a career within the field of policing.		

Areas of Good Practice

7a. Are there are particular features of student assessment that you would like to highlight as being innovative?
No further comments at this stage.
7b. Are there are any particular areas of good practice in relation to standards and assessment processes that would be worthy of dissemination to a wider audience?
<i>Type your text here</i> No further comments at this stage.

Other Comments

8a. Do you have any suggestions for ways in which the University would enhance the student learning experience?
Only as per my comments with regard to linking the assessment components as discussed more fully at section 2 c above.

