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	2022/2023

Name of External Examiner	Dr Abigail Thornton
Home Institution	University of Central Lancashire
Programme being examined	MSc Psychology
Modules examined	Social and critical psychology Cognitive Psychology Personality and individual differences Neuroscience of Behaviour

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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 and appropriately differentiated across bands;
- x at

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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**
6b. Is the module/programme design, delivery and assessment informed by up-to-date research or professional practice and/or by current developments in teaching and learning, within the discipline or sector? If "No", please comment:	**Y**	**N**
6c. Does the curriculum design and assessment strategy enable students to meet the programme learning outcomes? If "No", please comment:	**Y**	**N**

6d. How well does the programme/module, in your opinion, prepare graduates for employment or further study?

The programme and the modules I have moderated, in my opinion, prepare graduates for employment or further study very well. In terms of employment, the

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module. In terms of feedback, the use of audio feedback is to be commended, it gives a personal touch. I am impressed with how the feedback is in part driven by what the student has requested the feedback to focus on, this really involves the student in their feedback, it is a nice touch, and something to be commended.
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 am impressed with how the feedback is in part driven by what the student has requestedtde(e)1cEM6(me?Tm [(r)7(eques)20]TJ 0 Tc 0 Tw (?)Tj 9.89 0 Td ( )Tj ET23EMC

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