

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	2021-22
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Name of External Examiner	Dr Billie Lister-McNeill
Home Institution	University of Cumbria
Programme being examined	BSc (Hons) Professional Policing
Modules examined	Public Protection and Supporting Those at Risk of Harm
Date of Report	29/11/2022

Information and Guidance

1. Did you:	Y	N
Receive adequate access to any material needed (including assessment regulations, student handbook, programme specification and module descriptors) to make the required judgements?	Y	
For newly appointed External Examiners:		
Were assessment policies and your duties as external examiner adequately explained to you?	Y	
Did you have adequate briefing and guidance sufficient for you to fulfil your role effectively as an external examiner?	Y	
For existing External Examiners:		
Has appropriate action been taken in respect of comments made in your last examiner's report?		
If "No" to any of the above, please comment below:		

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	
2b: Please comment on the following:		
<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><i>I have been consistently impressed with the standard of assessments in place at the UoL in respect of the Public Protection and Supporting Those at Risk of Harm modules. What I particularly appreciated was the breadth of assessments used, in that students are fairly assessed and a range of strategies are used to check</i></p>		

knowledge such as presentations, posters and exams. I think this helps ensure parity of opportunity, as not all students learn in the same way. Having completed Advance HE external examiner training, I can confirm that the standards students are assessed by are rigorous but importantly, fair.

2c: Please comment on each of the following with examples:

- Whether the assessments (formative and summative) were well-designed, valid and reliable;
- whether they assessed appropriately the learning outcomes set for the programme;
- whether they were sufficiently challenging for students in the context of the subject matter and the course.

Upon first taking up the EE role I was struck by the number of assessments and at first was concerned this might have been 'overkill', however, the assessments used in my view are, without a doubt, challenging however mean that students pass their degrees being adequately tested and ready for the 'real world' of policing.

I particularly appreciated the use of scenarios in the context of exams that students would experience upon becoming a police officer – this allows us to ascertain to what extent they have acquired the professional knowledge required to perform police work in reality.

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.

I have worked at three separate institutions, with my present institution, Cumbria, also running a professional policing program. The programme at UoL is comparable with the standard I see here at UoC, with a mix of particularly able students and some who perform below average. The feedback provided by lecturers is fair but also feeds forward. One example I was impressed by was a video assessment where a student presented to a member of staff – the staff member gently prompted the student during questioning without being leading which helped the student achieve her full potential.

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?	Y	
Data to show whether marking was consistent across marking teams?		
If “No” to any of the above, please comment:		
4b. Please comment on each of the following with examples: <ul style="list-style-type: none"> • Whether the method and general standard of marking was credible, consistent, fair and robust; • whether the marks awarded were reflective of the standards expected at that particular level and for all students; • whether the marking criteria was presented clearly and appropriately differentiated across bands; • whether the standard of work that you sampled was comparable across different locations (e.g., ULaw campuses and/or partnerships in the case of collaborative provision). 		
<i>The marking was fair and student progress seemed to be comparable with what one would expect as they progress through their programmes.</i>		

Conduct of the Examination/Awards Board

5a: Did you:	Y	N
Attend the examination/awards board?	Y	
If “Yes”, how many and which ones? <i>I hoped to attend the board on 1st July 2022; Semester 2 Exam Board but was unable to due to a car accident. I was able to attend on the 2nd September 2022 in respect of resits.</i>		
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
Yes	Y	
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
Yes	Y	
6c. Does the curriculum design and assessment strategy enable students to meet the programme learning outcomes? If “No”, please comment:	Y	N
Yes	Y	
6d. How well does the programme/module, in your opinion, prepare graduates for employment or further study?		
<i>Very well, due to the use of relevant, up to date scenarios and legislation which prepares students well for what they will experience on the job.</i>		

Areas of Good Practice

7a. Are there are particular features of student assessment that you would like to highlight as being innovative?

The main benefit which stands out for me is the blend of assessments used. Not only does this help cater to different learning styles and abilities, but also ensures students are constantly being tested throughout their degree as opposed to say, one end of year exam which was my own experience as an undergraduate student between 2003-2007 at a Scottish institution.

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?

The variety of assessment methods mean that students are required to engage a number of skills such as presentation skills and digital skills (for eg the poster). These skills stand students in good stead for the future regardless of whether or not they choose to pursue a career in the police, given these skills are essential for an increasingly competitive job market.

Other Comments

8a. Do you have any suggestions for ways in which the University would enhance the student learning experience?

At UoC I have facilitated an international partnership with a Canadian institution which delivers policing degrees. As Canadian law shares commonalities with legislation in England and Wales, we exchange guest lectures online so our policing students can see what criminal justice issues exist in Canada and how policing works over there – and vice versa. This allows the potential for students to compete in the international job market should they wish to upon graduation.

8b. Do you have any other comments to make on areas not covered elsewhere in this report?

N/A

Signed: *Billie Lister-McNeill*

I understand that this report (in full or part) will be available to students and staff.

Date: 30/11/2022

Please return this report by email to Head of Awards & Standards Assurance at the University of Law, Carl Anderson (carl.anderson@law.ac.uk) following the final Examination Board. Annual fees are paid on receipt of this report.