

<b>1</b>	<b>Awarding Institution</b>	University of Newcastle upon Tyne
<b>2</b>	<b>Teaching Institution</b>	University of Newcastle upon Tyne
<b>3</b>	<b>Final Award</b>	DEd Psy
<b>4</b>	<b>Programme title</b>	
<b>5</b>	<b>Programme Accredited by:</b>	Doctorate in Educational Psychology
<b>6</b>	<b>UCAS Code</b>	N/A
<b>7</b>	<b>QAA Subject Benchmarking Group(s)</b>	N/A
<b>8</b>	<b>Date of production/revision</b>	May 2002

**9 Programme Aims:**

The role of educational psychologists require access to continuing professional development to maintain and enhance professional practice. The aim of the DEd Psy is to provide an attractive specialist and conceptually demanding further qualification for educational psychologists who seek and advanced theoretical and analytical basis for the exercise of their professional practice. The DEd Psy aims to integrate research and practice into the professional role of educational psychologists. As such it will provide the opportunity for educational psychologists to become research based practitioners.

The DEd Psy is part of the CPD programme undertaken as a practising educational psychologist and as such needs to be embedded in and enhancing everyday work. Undertaking the DEd Psy programme is seen as a way in which an individual educational psychologist:

- could consider particular professional interest in greater depth;
- could contribute to their service or organisation by acting as a resource, researcher, trainer or evaluator; and
- would promote quality professional practise within the profession of educational psychology by dissemination and publication of research based work.

**Specific Course Aims**

The DEd Psy aims to provide existing educational psychologists with the opportunity to:

1. utilise and develop research skills appropriate to the profession of educational psychology;
2. bring recent developments in educational psychology and research into their current practice; and
3. reflect on current cutting edge developments in the field of educational psychology.

**10(a) Programme Intended Learning Outcomes:**

**A Knowledge and understanding**

- 1 Understand the nature of educational psychology.
- 2 Critically evaluate educational psychology practice and theory using appropriate models of research.

**B Subject-specific/professional skills**

- 1 Contribute to the planning and delivery of research commissioned by LEAs, EPs or other appropriate agencies.
- 2 Conduct research to inform their practice and that of their professional colleagues in educational psychology.

**C Cognitive skills**

- 1 Use a high level of critical thinking in relation to their own work and that of published researchers/educational psychologists.

**D Key (transferable) skills**

Effectively access, critically review and communicate existing relevant literature in psychology and education to a range of audiences.

Other key transferable skills developed are the following:-

Communication:

- written
- oral

Interpersonal

Teamwork

Planning and organising

Problem solving

Initiative

Adaptability

Numeracy

Computer Literacy

<b>10(b) Programme Intended Learning Outcomes:</b>	<b>Teaching and Learning Methods and Strategies</b>
<b>A Knowledge and understanding</b>	Assessment and Methods and Strategies
<p>In accordance with group size, a variety of methods is used to impact core knowledge, including lectures, face to face teaching and presentations. These enable students to appreciate the key arguments of a subject and to take notes on particular topics.</p>	
<p>Where ever practical an interactive approach to teaching and learning is preferred, with opportunities for students to ask questions, problem solve and work in small groups to develop knowledge and understanding.</p>	
<p>Student notes are normally supplemented by handouts, such as copies of overheads used and/or relevant reference material. Slides, videos, computer screen projection are also used as appropriate.</p>	
<p>In addition, students are expected to spend time on directed private study and further reading to consolidate and extend core knowledge and understanding.</p>	
<b>B Subject-specific/professional skills</b>	
<p>Students are encouraged to acquire subject specific skills though small group work analysis of research, and case study investigations.</p>	
<p>Seminars, where appropriate, involve student led presentations and opportunities for formative feedback. Students are required to attend a student-led seminar each term. These enable students to discuss teaching sessions and assignments in the light of their professional skills.</p>	
<p>Topics are presented in a way that:</p>	
<ul style="list-style-type: none"> <li>a) takes an explicit, critical and scholarly approach to the theoretical basis of psychological practice;</li> <li>b) encourages students to make their own connections with the material in the light of their professional practice in order to develop as reflective practitioners.</li> </ul>	
<b>C Cognitive skills</b>	
<p>Cognitive skills are principally developed through seminars, where students can discuss current issues relating to policy and pedagogy, learn to evaluate arguments and evidence. Group investigations provide students with experience in discussing and critically evaluating research findings.</p>	
<p>Students enhance their cognitive skills through independent reading, undertaking case study analysis, and through preparation for written coursework and the dissertation.</p>	

**D Key (transferable) skills**

	<b>Taught</b>	<b>Practised</b>
<p><b>Communication</b></p> <ul style="list-style-type: none"> <li>• Written</li> <li>• Oral</li> </ul>	<p>Already in evidence Discussed during induction day, further discussed in tutor attendance at student led seminars</p>	<p>Student presentations and/or participation in discussion activities</p>
<ul style="list-style-type: none"> <li>• interpersonal</li> </ul>	<p>Already in evidence Discussed during induction day, further discussed in tutor attendance at student led seminars</p>	<p>Student led seminars Tutorials Student presentations and/or participation in discussion activities</p>
<p><b>Teamwork</b></p> <ul style="list-style-type: none"> <li>• work with others</li> <li>• planning &amp; co-ordination</li> <li>• resolving conflicts</li> <li>• Leadership</li> </ul>	<p>Already in evidence Discussed during induction day, further discussed in tutor attendance at student led seminars</p>	<p>Student led seminars Student presentations and/or participation in discussion activities</p>
<p><b>Planning and Organising</b> setting objectives determining priorities scheduling &amp; deadlines managing personal time</p>	<p>Already in evidence Discussed during induction day, further discussed in tutor attendance at student led seminars EDU952 Planning thesis proposal Tutorials</p>	<p>Student led seminars EDU952 Planning thesis proposal Tutorials</p>
<p><b>Problem Solving</b></p> <ul style="list-style-type: none"> <li>• assimilate information</li> <li>• critical thought</li> <li>• breadth of</li> <li>• implement action</li> </ul>	<p>This is a key theme throughout the whole course Critical thought is part of all teaching</p>	<p>All modules Student led seminars - the process of evolving a way of working together is a problem solving process</p>

<p><b>Initiative</b></p> <ul style="list-style-type: none"> <li>• self starter</li> <li>• set demanding personal goals</li> <li>• rise to challenges</li> <li>• quick decision</li> </ul>	<p>Setting personal goals is a part of tutorials, student led seminars and induction day.</p> <p>Taking this programme is in itself an example of rising to A challenge</p> <p>Making quick decisions is part of placements, is a requirement of the educational psychologist role</p>	<p>All modules - to extent that taking this programme is in itself an example of rising to a challenge.</p> <p>Student led seminars and tutorials - goals can be discussed.</p>
<p><b>Adaptability</b></p> <ul style="list-style-type: none"> <li>• respond to changes</li> <li>• recognise possible improvement</li> <li>• pro-act not react</li> <li>• manage stress</li> </ul>	<p>Managing stress goals is part of tutorials, student led seminars and induction day.</p> <p>Responding to changes, managing stress and being pro-active is a requirement of the Educational psychologist Role</p>	<p>All modules - to the extent that taking this programme is in itself an example of adaptability.</p> <p>Student led seminars and tutorials - changes and stress responses can be discussed</p>
<p><b>Numeracy</b></p>	<p>Aspects of statistics in Modules EDU952, EDU953 and EDU954</p>	<p>Aspects of statistics in modules EDU952, EDU953 and EDU954</p>
<p><b>Computer Literacy</b></p>	<p>Use of computer in Database searches, WWW use, e-mail for communication and data analysis in modules EDU952, EDU953 and EDU954</p>	<p>Computers used for research purposes, and communicating with other students and with lecturers</p>
<p>An induction programme is provided for all newly registered students. The programme provides support for meeting the demands of advanced study including the writing of assignments, ICT and library access, and completion of the dissertation.</p>		
<p>Otherwise, students acquire key skills through their own active participation in the programme and through regular formative feedback from tutors. This includes student led presentations to colleagues; small group discussions; other group and pair work; preparation for research and assignment; accessing on-line library resources and e-mail contact with tutors.</p>		

<b>10(c) Programme Intended Learning Outcomes:</b>	<b>Assessment Strategy and Methods</b>
<b>A Knowledge and understanding</b>	<p>Knowledge and understanding are formally assessed, as appropriate, by means of written coursework and a dissertation. Written coursework take the form of assignments which are returned to students with formative feedback.</p> <p>Tutors provide formative feedback following ‘reporting back’ sessions, student presentations and on drafted sections of assignments.</p>
<b>B Subject-specific/professional skills</b>	<p>Subject specific/professional skills are formally assessed through their application in written coursework, as appropriate, and a dissertation. Written coursework takes the form of assignments which are returned to students with formative feedback.</p> <p>Research related skills are explicitly assessed through the written assignments of 5000 words and through the thesis.</p> <p>Tutors provide formative feedback following ‘reporting back’ sessions, student presentations and on drafted sections of assignments.</p>
<b>C Cognitive skills</b>	<p>Cognitive skills are formally assessed by means of written coursework and a dissertation. Written coursework takes the form of assignments which are returned to students with formative feedback.</p> <p>Tutors provide formative feedback following ‘reporting back’ sessions, student presentation and on drafted sections of assignments.</p>
<b>D Key (transferable) skills</b>	<p>Key skills are not assessed independently but are applied through coursework, presentations and the dissertation.</p> <p>Tutors provide formative feedback following ‘reporting back’ sessions and on drafted sections of assignments.</p>

**11 Programme Curriculum, Structure, and Features:**

Course Overview

Students studying on a part-time basis are expected to complete five modules of study (with APL for 3 modules) and a research-based investigation over a minimum of four years.

The course is structured to enable learning to take place in keeping with course aims and objectives.

All students are required to follow a programme of modules to a total value of 540 credits. A typical progression through the course is as follows:

	<b>Autumn Term</b>	<b>Spring Term</b>	<b>Summer Term</b>
<b>Year 1</b>	EDU952 Introduction (1 day) Library and Internet Research Skills 2 days	EDU956 Advanced Current Issues in Educational Psychology 4 days	EDU953 Research Methods Module 3 days
	Student-led seminars throughout course		
<b>Year 2</b>	EDU954 Research Issues Module 3 days	EDU957 Advanced Current Issues in Educational Psychology 4 days	
	Student-led seminars		
<b>Year 3</b>	EDU952 Thesis proposal Preparation 2 half days		Thesis proposal to panel
	Student-led seminars		
<b>Year 4</b>	Thesis		
	Student-led seminars		

The course structure is designed to enable students to cater for progression in the following aspects of research understanding:

- 1) expose students to the range of methodologies;
- 2) ensure that the learning is contextualised;
- 3) enable students to evaluate educational psychology practice and theory using appropriate robust models of research;
- 4) effectively access, review and communicate existing relevant literature.

The study of cutting edge issues in Educational Psychology EU956 and EDU957 are modules in Advanced Current Issues and each look in greater depth at a different theme each year. Each theme will embrace more than one of three key areas for educational psychologist. The areas have been broadly selected to cover the spectrum of EP interests and have been drawn from the BPS (British Psychological Society) criteria for accreditation of the initial training doctorate. Each year the topic chosen will aim to focus on at least two of the three areas aiming to address all three over any three year period.

The three areas are:

Psychological Assessment and Intervention  
 Interpersonal Effectiveness  
 The Profession of Educational Psychology and its Context.

For Example, a 3-year cycle of topics relating to these areas might include:

<b>Year and Module</b>	<b>Areas</b>	<b>Topics</b>
1 EDU956 and its context.	The profession of Educational Psychology The role of the EP in Psychological Assessment and Intervention.	Effective Teaching - Effective Learning.
2 EDU957	Psychological Assessment and Intervention. Interpersonal Effectiveness	Personal Construct Psychology. Its use in Assessing children and Its contribution to our understanding of Interpersonal functioning.
3 EDU958	The Profession of Educational Psychology and its Context. Psychological Assessment and Intervention.	Inclusion and the Future of Statementing. Implications for assessment and intervention.

Candidates may choose to take modules in a different order, in consultation with their personal supervisor. Some candidates may wish to start their thesis earlier than year 4, if opportunities for interesting research present themselves earlier in the course. Research modules run annually, and each year there is always a course offered in Advanced Current Issues in Educational Psychology (either EDU956 or EDU957).

**12 Criteria for Admission:**

The doctorate programme is open to educational psychologists who have undertaken an MSc in Educational Psychology (ore equivalent) which is recognised by the British Psychological Society (BPS).

## **13 Support for Students and their Learning:**

### **Induction**

The induction programme consists of a full day in September. All students joining the programme meet with the course team. The day involves the following:

1. Introduction to each member of the group. Attention to group support skills.
2. Informative/consultation: registration, library, resource centre, APL, supervisor.
3. A long session looking at teaching and learning on the doctorate programme. This very much involves the active participation of students, looking at - course philosophy, aims and learning outcomes, learning 'stories', and student led seminars.
4. A presentation plus discussion on 'Research for the Educational Psychologist'.

Induction has, however, started long before in the different contacts each student will have had with the university - attending stand alone courses, attending the open evening - and even supervising MSc students on placement. Induction also continues after this time - when - in the first student led seminar, the group is facilitated to develop structures for support and communication.

### **Study skills support**

In addition to support outlined above, further advice and guidance on study skills are provided in the Degree Programme Handbook and the Dissertation Handbook gives detailed advice on the planning, preparation and submission of written work.

### **Academic and Pastoral support**

#### **Tutorial Arrangements: Personal Supervisor**

At the introductory day each course member will be linked with a supervisor from the course team. Supervisors will be available for individual discussion with the supervisee on a regular basis. This may be as a face to face meeting or via telephone or email contact.

Each part-time doctorate student has an entitlement of two face to face tutorials per term. However, it is likely that tutorials will be less frequent in the early years, and more frequent in the thesis year. It is also likely that tutorial support will be given by email and telephone.

The supervisor's role will involve listening, facilitating learning, challenging thinking, recommending reading etc. in a supportive and enabling way. The particular model of supervision that is best suited to the supervisee's needs should be considered and agreed early on in the course.

The supervisee's role will involve preparation for tutorials and a willingness to plan and work together with the tutor.

Tutorials should enable and facilitate:-

- an overview of the tutee's learning and professional development for the duration of the course;
- identification of the tutee's strengths, experience, areas of expertise and specialist knowledge and build on these;
- identification and recognition of gaps in the tutee's knowledge and experience and to look at ways to address these on the course;
- discussion of written work to ensure this meets the requirements of the course;
- discussion of issues of time management and meeting deadlines for course work alongside managing other work demands;
- discussion of ways to effectively supporting the tutee during the course.

Course members are strongly encouraged to submit early draft of assignments and thesis chapters to the supervisor.

Discussion about personal difficulties that may impinge on studying should be at the discretion of the tutee.

Any written record of sessions should always be available to the tutee and preferably completed in their presence as an aide memoir for future sessions.

Should problems arise which involved a complaint against the personal supervisor, or a need to change supervisor the trainee should approach the course director.

### **Thesis Supervision**

Thesis supervision is provided by a member of the course team or academic members of staff within the department according to the nature and topic of the dissertation study and particular expertise and interests of staff members.

### **Peer Support**

It is hoped that course members will gain as much support from other course members as from their personal supervisors. As course members are usually based at some distance from the university and from each other much support may come via 'distance' means, for example e-mail. It is the course members themselves who will have the similar experience of managing professional practice and academic work and who will be able to share successes and stresses within this. We are also in the process of developing a web page/notice board which will help colleagues share ideas and support each other.

The student led seminar is seen as a more formal way of bringing the group together in addition to taught sessions to provide another forum to disseminate and critically discuss their course work.

### **Service of Organisation Support**

Many workplaces are very supportive of colleagues undertaking a doctorate programme. Services recognise the value to themselves and the profession of educational psychologists undertaking research and being at the forefront of knowledge in key areas. It is hoped that time and resources are made available to individuals. There, however, can be times then difficulties arise and discussion with colleagues on the course and the course team may be beneficial to finding ways forward.

### **Course Secretary**

Sharon Wilkinson is the Course Secretary and is based in the Continuing Professional Development Office (Room 2.10, Ext 6395) in Joseph Cowen House. She works Monday to Friday from 8.30 am - 12.30 pm. She will try to answer any queries you may have during these times. At other times staff in the same office may be able to help.

### **Returning Students**

On occasions students need to take time out of studies. This should be discussed with the students' personal supervisor. Returning students will be given further opportunities to discuss their programme with their supervisor, and to plan opportunities to re-engage with their student group. They are provided with information about modules for the year they are joining, and a new handbook which has information about aims and objectives and methods of teaching and learning.

### **Support for Special Needs**

The University has a Disability Unit which is a centre offering advice, guidance and support for students with disabilities and specific learning difficulties. Students will find more details about this provision and how to find out further information in the Degree Programme Handbook.

### **Learning resources**

The main source of paper based learning resources is the Robinson Library, which provides access to the full range of recommended reading, and a wide range of further reading. The range of texts in stock is regularly updated through the Library Liaison Service.

The library also provides an Inter-Library Loans System, co-operative arrangements for access to other academic libraries, a wide range of audio-visual material, microcomputer work stations for word processing and access to the University's network.

In addition, the Education Resource Centre houses a fully-networked cluster of PCs and a wide range of up to date school focused texts.

Further computer facilities are available through the University Computer Services. The usefulness of handouts and the usefulness of texts are evaluated as an integral part of student evaluations completed at the end of each module.

## **14 Methods for evaluating and improving the quality and standards of teaching and learning:**

### **Module and Programme reviews - Student Evaluations - Feedback Mechanisms**

#### **Quality of Newcastle**

“The University is committed to achieving excellence in teaching and research. We monitor all our programmes constantly to maintain a learning environment of the highest quality. Details of what students can expect from us and what, in turn, we expect from them are laid down in our charter ‘Postgraduate Newcastle’ which is available on the World Wide Web - <http://www.ncl.ac.uk>”.

All taught programmes undergo a rigorous assessment before approval. There is then a formal internal and external reviewing procedure which takes place over a specified cycle.

In addition the course team is committed to continually developing the DEd Psy to ensure the highest standards are reached. Evaluations of all parts of the doctorate programme will be sought throughout the course and used for further development or to make appropriate changes.

A course tutor will meet once a term with all course members for a staff-student committee. This may happen at the end of a student committee session or a student led seminar.

Course members are encouraged to offer constructive feedback on any aspect of course structure or delivery. However, a copy of the university complaints procedure and policies is available from Sharon Wilkinson.

The course team have made the following changes to the course in response to student evaluations:

E-mail discussion group via Blackboard

Changes to assignment due dates

Visits to student groups, groups living some distance from the university, to support assignment drafting and offer supervision

A library survey to look at library access

A separate day’s session for one student year as part of EDU958

APL Exemplar

Computer registration by post

Circulation of course team research interests

Course director attendance at student led seminar.

The course team will make every effort to address concerns, and there is evidence that this has already happened.

### **Group Representative**

Early on in Year 1/Term 1 the course members are asked to identify a representative whose tasks include altering the course team to issues of concern to the course members, attending termly Board of Studies meetings and attending the department's staff-student committee. The course members may wish to select a different representative each term or year or to share responsibility between more than one member.

### **Particular Difficulties**

If a course member experiences any difficulties during the course, these will be taken up as speedily as possible. Occasionally difficulties arise which need to be dealt with in a more formal manner. Any serious concerns raised by the course team, other course members, visiting lecturers or supervisors about meeting course requirements or expectations in terms of attendance, submission or standard or work or personal or professional conduct will be clearly brought to the attention of the course member concerned. The matter will then be discussed between the Course Director and the course member and appropriate written notes will be agreed as a record of action to be taken. If the matter remains unresolved then the Course Director would discuss the matter with the Head of Department to agree next steps.

In some cases it may also be appropriate to invoke the use of other University procedures. This may involve the Head of Department, the Dean of Faculty or bodies outside the department such as the Student Office.

In all actions that go beyond the Course Director the course member would be able to bring someone along to act as their witness/representative.

### **Board of Studies**

The Educational Psychology Board of Studies reviews the DEd Psy in Educational Psychology and the MSc in Educational Psychology at regular intervals. These reviews consider programme design and content, recruitment and selection, induction, teaching, assessment and student progression. Meetings take place once a term. Membership includes the educational psychology course team, EPS representatives at all levels, student representatives, and other lecturers in the Education Department. The representative of both the DEd Psy and the MSc are each given a separate place on the Board of Studies agenda, and a brief written report is requested. These reports come from meetings attended by all students. Regular opportunities are provided during the course, particularly as part of student led seminars, for students to provide feedback to the course team. Board of Study minutes are sent to all students, on both the MSc and DEd Psy.

**External examiner reports**

The programme is monitored externally through external examiners' annual reports. These are discussed at the Board of Studies and relevant points acted upon.

**Faculty and University Review Mechanisms**

Feedback from Taught Programme Review is considered by the Board of Studies.

## **15 Regulation of Assessment**

### **Course Requirements**

#### Assessment Structure

The course is assessed on the basis of work submitted for the 7 assignments. These assignments have been carefully constructed to enable students to be able to fulfil the learning outcomes of this course. Assignments are listed below. Their rationale is explained, and detailed assignment brief's follow.

#### *Year 1*

EDU9572 (Part 1)	Developing Research Skills: two library/internet search assignments
EDU956/7/8	Advanced Current Issues in Educational Psychology: 5000 word essay/report

#### *Year 2*

DEU954	Critical Issues in Educational Psychology: 5000 word essay
EDU956/7/8	Advanced Current Issues: 5000 word essay/report

#### *Year 3*

EDU952 (Part 2)	Thesis Proposal
EDU956/7/8	Advanced Current Issues: 5000 word essay

and

#### *Year 4*

Completion of the 35,000 – 40,000 word thesis.

### **Research Modules (EDU952, EDU953, EDU954)**

Assignments from the research methods courses are likely to be more closely focused on research but will continue to be anchored in current practice. They will aim to develop research skills commensurate with a doctoral level study whilst enabling students to integrate such skills into current practice. Assignments in EDU952, EDU953 and EDU954 are designed to demonstrate a progression in research understanding. They focus first on skill development (EDU952, PT1). But move quickly to the presentation of a research critique (EDU953), to the integration of research and practice on a focused area of EP activity (EDU954), to the thesis proposal (EDU952, Pt.II)

### **Educational Psychology Modules EDU955, EDU956, EDU957, EDU958**

Students will be encouraged to develop their own interests/areas of specialisation through peer discussion, seminars and student led seminars. Assignment titles will be agreed in discussion with the student's supervisor and possibly also in discussion with fellow students. It is likely that a close relationship will exist between the assignment and an on-going areas of the student's current EP work. For example, the student may be involved in a project to reduce exclusion in a school. He or she may decide to revise the project plan in line with learning from the research methods course, and may apply understanding from, for example, a current issues course on Inclusion. However, assignments for the different modules will not always relate directly to the course material.

#### **Thesis**

Students will select a topic of their own in consultation with their supervisor or other appropriate members of the academic staff. Students may wish to discuss their broad ideas for a thesis topic with a member of the academic staff who has particular expertise in the identified area. Students will present a proposal as part of EDU952 and then undertake the research and the written thesis throughout Year 4 with support from their thesis supervisor.

Students may wish to consider their thesis topic prior to Year 3. If this is the case they would be encouraged to discuss this with their supervisor.

The thesis proposal will be assessed by a thesis panel consisting of the supervisor or personal tutor and other appropriate lecturers from the education department, and the student will be available to discuss the proposal and answer questions. The thesis itself will be examined by an internal examiner and an external examiner. The examination involves a viva.

#### **Common Marking Scheme**

All assessed work is marked according to a scheme approved by the Board of Studies for Continuing Professional Development. Four main sets of criteria are used, where appropriate, to assess written coursework for MEd modules and the dissertation.

#### **PASS**

##### **Coherence and Quality of Discussion**

- Adequate structured and coherent argument
- Adequate level of critical thinking and reflection on professional practice
- Adequate blend of date and first-hand experience with relevant literature or theory
- Some integration of focus of work into wider contexts or perspectives

**Research Processes**

- Appropriately designed study with adequate discussion of research procedures used
- Adequate and appropriate data collection
- Adequate and appropriate analysis and interpretation of data
- Discussion of findings adequately related to the relevant research literature

**Accessing Literature**

- Literature adequate and appropriate but sources may be somewhat dated and/or limited in scope
- Some critical engagement with literature but not fully explored
- Links to wider issues only partially recognised

**Presentation**

Adequate standard of presentation and technical accuracy  
Bibliography/references set out in standard format

**FAIL**

**Coherence and Quality of Discussion**

- Poorly structured argument and lacking in a clear focus
- Heavily descriptive with little or no evidence of critical engagement and reflection on professional practice
- No consideration of wider context

**Research Processes**

- Inappropriate design of study. Little or no discussion of research procedures adopted
- Inadequate and/or inappropriate data collection
- Little or no relevant analysis
- Little or no discussion of findings in relation to the relevant research literature

**Accessing Literature**

- Narrow and/or inadequate range of literature used
- Purely descriptive summary of literature consulted
- No recognition of links to wider issues

**Presentation**

- Level of presentation unacceptable in terms of technical accuracy and uncorrected typographical errors
- Bibliography/references not set out in standard format

### **Role of the External Examiner**

External examiners are distinguished members of the academic community appointed by the FTC. Their role is to:

- i) consider a range of work as may be agreed in consultation with internal examiners or the Director of Continuing Professional Development
- ii) conduct such oral examinations as may be required
- iii) attend meetings of the appropriate Final Board of Examiners. External Examiners unable to attend such meetings submit detailed written comments on the work they have seen
- iv) submit an annual report at the end of the year of their external examinership.

**16 Indicators of Quality and Standards:**

**Professional Accreditation Reports**

N/A

**Internal Review Reports**

N/A

**Previous QAA Reports**

N/A

This specification provides a concise summary of the main features of the programme and of the learning outcomes that a typical student might reasonably be expected to achieve if she/he takes full advantage of the learning opportunities provided. The accuracy of the information contained is reviewed by the University and may be checked by the Quality Assurance Agency for Higher Education.

In addition, information relating to the course is provided in:

The University Prospectus

The Departmental Prospectus

The University and Degree Programme Regulations

The Degree Programme Handbook