

The University of Leeds
EXTERNAL EXAMINER'S REPORT
ACADEMIC YEAR: 2010– 2011

PART A: GENERAL INFORMATION*Subject area and awards being examined:*

School of: The Northern School of Child and adolescent Psychotherapy Programme(s) / Module(s): all assessed modules	Subject(s): Psychoanalytic Observational Studies awards: (e.g. BA/BSc/MSc etc.) Masters/Diploma
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The completed report should be attached to an e-mail and sent as soon as possible, and no later than 6 weeks after the relevant meeting of the Board of Examiners, to exexadmin@leeds.ac.uk.

Alternatively you can post your report to:

**Head of Academic Quality and Standards,
Academic Quality and Standards Team,
Room 12:81, EC Stoner Building,
The University of Leeds, Leeds LS2 9JT**

PART B: COMMENTS FOR THE INSTITUTION ON THE EXAMINATION PROCESS AND STANDARDS***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.

No urgent matters

Only applicable in first year of appointment

Were you provided with copies of previous relevant External Examiners' reports and the response of the School to these?

n/a

For Examiners completing their term of appointment

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.

n/a

Standards

1. Please indicate the extent to which the programme aims and intended learning outcomes (ILOs) were commensurate with the level of the award?

- *The appropriateness of the intended learning outcomes for the programme(s)/modules and of the structure and content of the programme(s);*
- *The extent to which standards are appropriate for the award or award element under consideration.*
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The learning outcomes for the programme modules are entirely appropriate for the level of award. The structure and content of the programme are well designed to facilitate the experience and opportunity to achieve the learning outcomes set by the modules. This is particularly notable in the areas of infant and young child observation, where care has been taken to ensure that learning takes place with due regard to the well being of the families, but also the students themselves.

The standard of submissions this year is very good, and reflects the extended study and research expected for attainment of this award.

2. Did the aims and ILOs meet the expectations of the national subject benchmark (where relevant)?

- *The comparability of the programme(s) with similar programme(s) at other institutions and against national benchmarks and the Framework for Higher Education Qualifications.*

Yes, they do

3. Please comment on the assessment methods and the appropriateness of these to the ILOs?

- *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.*

As in previous years I have noted that the assessment methods form are a reasonable fit for the nature of the study. Arrangements for marking are careful and scrupulously followed. There is a awareness of the importance of maintaining a rigorous approach to these arrangements, as the student body is relatively small, increasing the possibility of students' identities being revealed by the content of their work. However, the organising team are committed to careful monitoring of the standard of assessment procedures.

The students' performance, as before, indicates that they have received high quality teaching and considered opportunities for learning. For example, the students themselves have a wide range of both academic and learning ability yet there is clear evidence of development within the writing in modules which require a portfolio of material chosen from a range that covers the year of study. Theory papers demonstrate a clarity that seems to reflect the quality of the input the students have received.

This year the dissertations were all good academic papers that integrated the core elements of the course well. The teaching staff deserve credit for this as it is a good reflection on the overall quality of teaching, tutorial and academic support that are characteristic of this course.

The Assessment Tutor, along with the core team, has supported the integration of new staff members to the teaching and assessment process. The assessment process places a considerable task on a small group of teachers but their success in marking within the time frame and providing detailed comments suggests that the staff are well supported.

4. Were students given adequate opportunity to demonstrate their achievement of the aims and ILOs?

- *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.*
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The work assessed this year represented a range of ability and achievement, but there has been a trend towards higher achievement and fewer poor marks overall.

The performance of students is better than students on a comparable course. I believe this may be related to the small size of the course and the close, productive working relationship between the teaching staff.

5. For Examiners responsible for programmes that include clinical practice components, please comment on the learning and assessment of practice components of the curriculum

n/a

6. The nature and effectiveness of enhancements to the programme(s) and modules since the previous year

It would be particularly helpful if you could also identify areas of good practice which are worthy of wider dissemination.

Previously the markers have been cautious about reflecting their recognition of very good written work, in the marks awarded. However, this year's marking has appropriately rewarded those students who have achieved excellent standards and whose work stands as an example of the integration of personal learning experience, Psychoanalytic theoretical understanding and academic excellence.

Good communication seems to be at the heart of the achievements of the course, whether the formal communications, or the informal communications between course teaching staff, administrators and students.

As before I have been impressed by the efficiency and attention to detail provided by the administrator of the course.

7. The influence of research on the curriculum and learning and teaching

This may include examples of curriculum design informed by current research in the subject; practice informed by research; students undertaking research.

No particular comment.

The Examination Process

8. **The University and its Schools provide guidance for External Examiners as to their roles, powers and responsibilities. Please indicate whether this material was sufficient for you to act effectively as an External Examiner?**

- *Whether external examiners have sufficient access to the material needed to make the required judgements and whether they are encouraged to request additional information.*
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Yes, the process has run smoothly and I have been provided with all the information needed. I have also been provided with information about resources should I have needed them.

9. **Did you receive appropriate documentation relating to the programmes and/or parts of programmes for which you have responsibility, e.g. programme specifications or module handbooks?**

- *The coherence of the policies and procedures relating to external examiners and whether they match the explicit roles they are asked to perform.*

Yes

10. **Was sufficient assessed/examination work made available to enable you to have confidence in your evaluation of the standard of student work?**

Yes

11. **Were the administrative arrangements satisfactory for the whole process, including the operation of the Board of Examiners?**

Yes, as mentioned above both the Assessment Tutor and the Administrator have organised the process very well.

12. **Were appropriate procedures in place to give due consideration to mitigating circumstances and medical evidence?**

Yes.

For Examiners involved in Mentoring Arrangements

If you have acted as a mentor to a new external examiner or have received mentor support please comment here on the arrangements.

n/a

Other Comments

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

This is my third year as external examiner for the course. The accumulated contact with the course leads me to regard the assessment process as a very good reflection of the exceptional characteristics of this course. The students are consistently offered good quality teaching and their progress through the course is well supported academically in the content of the programme, and the quality of the teaching support. A good tutorial system and good communications underpin the students' learning options and also supports them in their personal development. It is understood that care of the student's individual development has a significant contribution to their intellectual and academic development. This could be thought of as a lucky consequence of having a small number of students enrolled and small staff group. However, I think it is the combination of good leadership, attention to communication within the staff group, and the shared acknowledgment that all aspects of the student's development need to be kept in mind, that defines this as exemplary good practice, and a very good course. It is also evident that this is achieved through considerable, dedicated work on the part of all the staff.

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UNIVERSITY OF LEEDS

12th January 2012

Dear I

Psychoanalytic Observational Studies: External Examiner Report 2010/11

I am writing to thank you for your 2010/11 External Examiner Report for the Psychoanalytic Observational Studies programme.

The programme management team have asked me to thank you for your very positive comments about the quality of the programme. This is reflected in the upward trend in achievement and in the performance of students relative to that achieved elsewhere. I have enclosed a detailed response to your report from the Programme Manager, Dr Rajni Sharma.

I am grateful for your continuing input. This has clearly been important in supporting the programme management team in the on-going development of the programme.

Yours sincerely



Dr Graham Law
Director of Postgraduate Studies

Enc. Response from Programme Manager

cc: Dr Rajni Sharma, Programme Manager
Dr G Barker-Read, AQST

