

**The University of Leeds**  
**EXTERNAL EXAMINER'S REPORT**  
**ACADEMIC YEAR: 2012– 2013**

**Part A: General Information**

**Subject area and awards being examined**

Faculty / School of:	Health Sciences
Subject(s):	Systemic Family Therapy/Systemic Practice
Programme(s) / Module(s):	Foundation Course in Systemic Practice, Intermediate Course in Systemic Practice, Postgraduate Certificate in Systemic Practice and MSc Systemic Family Therapy
Awards (e.g. BA/BSc/MSc etc):	PG Cert; MSc

**Completed report**

The completed report should be attached to an e-mail and sent as soon as possible, and no later than six weeks after the relevant meeting of the Board of Examiners, to [exexadmin@leeds.ac.uk](mailto: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*  
None

**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*

My experience of the programme has been a very positive one. The courses are of a high standard, and are particularly notable for the exceptional quality of the written feedback to students by staff. Another plus has been the increased emphasis on research and how it can aid clinical practice. I would also add that the course staff have been very open to suggestions and recommendations from me. It has been a pleasure to have been the External Examiner and to have worked with such dedicated staff. The commitment of the staff has, I am sure, contributed significantly to the overall commitment to learning shown by students across all programmes.

## 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.*

The ILOs continue to be commensurate with the level of the awards.

**Re:** the qualifying level (MSc) the standards set enable successful students to be 'fit for purpose' within the NHS and other statutory and voluntary settings.

### 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. The programmes are consistent in standard to other programmes in Systemic Practice and Family Psychotherapy in the UK

### 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.*

The assessment methods are consistent with the ILOs. The overall standard of student performance is very good - consistent with the high standard of teaching on the programmes and the quality of the feedback.

### 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.*

Yes. The range of assignments allow students to demonstrate their learning. I have been impressed by the commitment of the students to the programmes as evidenced by their written work and the panel presentations. The standards achieved by this cohort were similar to those in other cohorts. Further, as I have indicated above, the standards are comparable with standards on other courses within the UK.

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

The assessment of practice components are rigorous and fair across all programmes. I have always attended the panel presentations (MSc) and been impressed by the way the students are expected to bring in to their presentations their learning on other elements of the training. The structure for the presentations encourages students to address: theory; practice skills; the self of the therapist; ethics; race and culture; gender; belief systems. These elements are embedded in the training from Foundation course level.

Three ideas for consideration by staff re the panel presentations;

- (i) The need for students to address the relationship with help when presenting clinical work
- (ii) That the supervisor of the student should be considered as 'in attendance' and can only contribute to post presentation panel discussion if invited by the chair of the panel.
- (iii) That the majority of questions asked by the panel during the clinical presentations should be made by the two staff assessing the presentation. Other staff who are present, but are not assessors, should should ask only one question between them.

**6. Please comment on 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.*

The online assessment needed some tweaking (see last report). The format now seems to be fine adding another dimension to the range of assessments.

More emphasis has been placed on skills and self reflexivity in year two of the PG cert. This has been a very positive development. The relationship between these two aspects has been even more evident in the written work in this cohort.

**7. Please comment on 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.*

Research is now a central component of the programmes with the students expected to see it as an aid to clinical practice not separate from it.

**For Examiners involved in mentoring arrangements**

**8. 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

**The Examination/Assessment Process**

**9. 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.*

Yes. The guidance has always been very clear.

**10. 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, marking criteria?**

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

Yes.

**11. Were you provided with all draft examination papers/assessments? Was the nature and level of the questions appropriate? If not, were suitable arrangements made to consider your comments?**

Yes.

**12. Was sufficient assessed / examined work made available to enable you to have confidence in your evaluation of the standard of student work? Were the scripts clearly marked/annotated?**

Yes. I received a substantial amount of student work together with markers comments.

**13. Was the choice of subjects for dissertations appropriate? Was the method and standard of assessment appropriate?**

N/A

**14. Were the administrative arrangements satisfactory for the whole process, including the operation of the Board of Examiners? Were you able to attend the meeting? Were you satisfied with the recommendations of the Board?**

Yes. The administration was, as usual, excellent.

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

Yes.

#### Other comments

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

It has been a pleasure to have been the External Examiner for these programmes.

**Leeds Institute of Medical Education  
School of Medicine  
Faculty of Medicine and Health**

University of Leeds  
Worsley Building  
Clarendon Way  
Leeds LS2 9NL

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**UNIVERSITY OF LEEDS**

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16 August 2013

Dear <>

### **External Examiner's report for Family Therapy and Systemic Practice 2012-13**

As the School of Medicine's Director of Postgraduate Studies, I receive all the External Examiners' reports for the seventeen programmes offered in 2012-13. First, let me thank you for assembling the 2012-13 report for the programmes in Family Therapy and Systemic Practice. This is your final report and you comment on how the programmes have developed during the period of your appointment.

I note that there were no urgent matters for attention. You comment that the commitment of the staff is excellent and the standards obtained by students are high. You are particularly impressed by the administrative arrangements.

#### **Programme Leader's response**

I have enclosed with this letter a response assembled by <>, Programme Leader. You will note that <> has addressed the comments you made in Section 5. I am confident that the programme team will discuss these ideas.

Thank you so much for your service as External Examiner. Your contributions to the Family Therapy and Systemic Practice programmes have been much valued.

Yours sincerely

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Enc: <> 14 August 2013

**Director of Postgraduate Studies**

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