

The University of Leeds

EXTERNAL EXAMINER'S REPORT

ACADEMIC YEAR: 2013– 2014

Part A: General Information

Subject area and awards being examined

Faculty / School of:	Health Sciences
Subject(s):	<i>Systemic Family Therapy</i>
Programme(s) / Module(s):	MSc Systemic Family Therapy
Awards (e.g. BA/BSc/MSc etc):	MSc

Name and home Institution / affiliation of Examiner

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.

Alternatively you can post your report to: **Head of Quality Assurance**
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

N/A

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?

Yes

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

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 intended Learning Outcomes , course structure and content are appropriate for the award of MSc.

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.*

The course aims and ILOs are comparable with others similar programmes and competency framework for Systemic Psychotherapy

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.*

range of assessment methods assists student learning and range of learning styled. modules are marked appropriately including second marking. The student marks are strong which reflect the way that student potential is valued. Where students struggle tutors are thoughtful and committed to assisting their learning throughout

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.*

academic standards are high and comparable to other courses in Systemic Practice,

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

High standards of clinical practice are demonstrated. students learn via live supervision, supervision logs and clear useful supervisor written comments. attention given to assessment of competencies in different domains to ensure professional standards.

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.

There were enhancements to on-line elements since previous year. Good practice continues to be the very strong teaching team with commitment to students learning; where careful, helpful feedback is valued which clearly aids students learning.

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 module creative and links acquisition of research knowledge with professional application. Also continuing to work with variability in prior research experience and knowledge.

8. Where the programme forms part of an Integrated PhD, please comment on the appropriateness of the programme as training for a PhD

N/A

For Examiners involved in mentoring arrangements

9. 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

10. 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 was sufficient to assist me in undertaking the external examiner role,

11. 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.

I received documentation setting out the course as a whole, the individual modules and specifications and the marking criteria which enabled me to undertake my role.

12. 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 provided with papers . questions appropriate and feedback received and considered

13. 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 a range of assessed work received which enabled assessment of course standards. scripts marked and feedback clear

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

N/A

15. 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?

excellent administration, Attended board and in agreement with recommendations

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

yes careful discussion of mitigation and planning for assisting specific students affected going forward,

Other comments

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

As first year continuing to familiarise myself with course. impressed with high standard of teaching, commitment to course by teachers and students and quality of students work in a complex professional/academic course.

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Faculty of Medicine and Health
Worsley Building
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Leeds
LS2 9NL
T: <>
F: <>



UNIVERSITY OF LEEDS

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26th February 2015

Dear <>

External Examiner's report for Systemic Family Therapy 2013-14

As the School of Medicine's Director of Postgraduate Studies, I receive all the External Examiners' reports for the eighteen subjects offered at Master's level in 2013-14. First, let me welcome you to your role and thank you for assembling the 2013-14 report for the programme in Systemic Family Therapy. This is your first report. I note that you were provided with copies of the reports of the previous External Examiner, <>.

I note that there were no urgent matters for attention. You comment that the academic standards and intended learning outcomes are appropriate for the level of award and the competency framework for Systemic Psychotherapy.

Good practice

You noted the improvements in programme delivery on-line and commented on the team's practice of providing students with helpful feedback. You were impressed by the acquisition of research knowledge with a professional application.

Programme Leader's response

I have enclosed with this letter a response assembled by <>, Programme Leader.

Administration

You highlighted the samples of student work you had received and the excellent administrative support during the Committee of Examiner's meeting. You noted that cases of mitigation and student progress were considered carefully.

Thank you so much for your report as External Examiner. Your contributions to the Systemic Family Therapy programme are much valued.

Yours sincerely

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Enc: <> 31 October 2014

Director of Postgraduate Studies
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October 31, 2014

Re: Response to External Examiner's Report (MSc Systemic Family Therapy 2013-14)

Dear <>,

Thank you for your report on the University of Leeds MSc in Systemic Family Therapy. I am pleased that you are finding the course to meet your expectations in terms of learning outcomes, structure and content. We were also pleased to note your comments about the appropriateness of marking, high academic standards and the assistance provided to weaker students.

We were heartened by your comments related to the clinical practice, as this is so central to the programme. The research led teaching has gained in prominence and you accurately mentioned the wide variety of research background in our student group. We have excellent administrative support and were glad you found the arrangements for getting material satisfactory.

While we understand it is the first year of your external examining and you are still familiarizing yourself with the Programme and the University, we appreciate your thoughtful observations and support for the students and staff.

Yours sincerely,

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