

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:	Medicine
Subject(s):	<i>Psychoanalytic observational studies</i>
Programme(s) / Module(s):	Masters and post graduate diploma
Awards (e.g. BA/BSc/MSc etc):	MA. PGDip

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

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.*

Intended Learning Outcomes are explicit and underpin the entire course. They are highly appropriate. Standard of content and student work are appropriate

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.*

<> (validated by <>) are the 'gold standard' in Psychoanalytic Observational Studies. From my previous experience as ext examiner on that course, I judge that the Leeds course is comparable in curriculum, expectation and outcome

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.*

Appropriate design and structure based on centrality of 'learning from experience'.

Marking arrangements careful and conscientious. Useful and thoughtful discussion of these at exam board

Student performance indicates, in general, excellent development over their years on course, which is a central principle on the course

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.*

The academic standards are high and the course requires a large amount of reading with seminar discussion back up and assessed writing assignments. There is the expected and appropriate range of achievement.

Students vary in academic strength and professional experience; variation that show up across modules and the stage at which these are studied within the course years.

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 practical components of this course (the modules teaching psychoanalytic observation skills) are central and excellent in the way they are taught and supported. The portfolio and related papers demonstrate this and the developing skills that students acquire.

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.

n/a

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.

In particular the module on Child Development Research keeps in touch with recent research. Psychoanalytic theory modules do so too, in a historical context that treats the major theorists from Freud on, as is appropriate.

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

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

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

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.

Yes. Information in discussion during this, the first Board for my term, was very helpful in contextualising 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

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

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

yes

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?

Very efficient. Excellent Board meeting, which I attended. I applaud the way that each students' achievements were discussed holistically, along with the profile of marks. Yes, I was impressed with the way that the course team actively considered the year's experience of the course and entered into an informative consideration of its current state.

16. 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

This is a valuable and unusual course, which has an explicit pedagogy and epistemological paradigm (psychoanalytically-informed) that is consistently and thoughtfully expressed in its content, processes, structures and procedures.

School of Medicine
Faculty of Medicine and Health
Worsley Building
Clarendon Way
Leeds
LS2 9NL



UNIVERSITY OF LEEDS

<>

<>

6 November 2014

Dear <>

External Examiner's report for Psychoanalytic Observational Studies 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 programmes in Psychoanalytic Observational Studies. 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 content of student work are appropriate for the level of award.

Programme Leader's response

I have enclosed with this letter a response assembled by <>, Programme Leader. I was so pleased to learn that the Leeds course matches the <> curriculum, expectation and outcome. <> comments on the successful collaborative review which was held earlier this year and identified some areas for improvement. I am confident that the areas articulated by <> will be explored and we will check their implementation during the Schools Quality Assurance processes.

Student support

You highlighted the holistic approach to student achievement during the Committee of Examiner's meeting and I appreciate the comment on the administration of assessments.

Thank you so much for your report as External Examiner. Your contributions to the Psychoanalytic Observational Studies programmes are much valued.

Yours sincerely

<>

<>

Enc: <> 4 November 2014

Director of Postgraduate Studies

<>





Dr Karen Lee
Director of Postgraduate Studies
School of Medicine
University of Leeds
Worsley Building
Leeds
LS2 9JT

tel:
fax:
email:

4th November 2014

Dear

**Re: Response to external examiner's report – Psychoanalytic
Observational Studies 2013-2014**

This is the first year with . report highlights the continuing high standards with assessment procedures, student learning and achievement. rates the programme as equivalent to the “gold standard” of the). The report states that student development is excellent across the years. This is particularly satisfying as students' professional experience varies considerably. This presents the teaching team with challenges in conveying and deepening understanding about abstract theoretical concepts and psychoanalytic observational technique in a way that meets each student's individual learning needs. However it also provides detailed insights into the diversity of work with children and adolescents which bring psychoanalytic observation to life by the immediacy and richness professional experience.

The administration continues to be very efficient. Our external examiner commended the Committee of Examiners meeting which she states in her report at being “excellent” in the way that students' achievements are discussed holistically along with their profile of marks.

We plan to link closely with to discuss particular aspects of the assessment process picked up by the Collaborative Review, (e.g. the use of annotated feedback to students and continuing to develop and embed research based learning). In this first year we aim to optimise fresh perspectives to continue to ensure that our students' receive an excellent learning experience.

Yours sincerely

Programme Lead

CC: - external examiner
- Assessment Tutor
- University moderator