

The University of Leeds
EXTERNAL EXAMINER'S REPORT
ACADEMIC YEAR: 2015– 2016

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?

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

It has been a rewarding experience: excellent communication, efficient processes and – most important – a thorough engagement by the teachers involved in using me in my role to enhance and develop teaching, learning and assessment processes.

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.*

Explicit intended learning outcomes are highly appropriate to course content

- 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 <<>> courses (validated by <<>>) are the 'gold standard' in Psychoanalytic Observational Studies. From my several experiences as ext examiner on these courses, 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 among tutors and at 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, variations 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. This continues to be highly impressive and of an excellent standard

- 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.

Curriculum development and adjusted teaching structures continue to be woven in to the rolling out of each year. The staff team has drawn on my expertise to think through changes and made time in highly demanding academic and professional schedules to plan these changes together.

- 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. Psychoanalytically informed research methods are an emerging area that is highly relevant to this course and one that needs to be kept in view to enable the course to teach methods that are congruent with its Psychoanalytically informed base.

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

Paths towards a professional (clinical) Phd are available and students are advised well by tutors. The teaching of cutting edge research methods becomes increasingly important in this context.

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

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?

Yes. Very satisfied

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

These are carefully considered and tutors are well informed of students' mitigating circumstances. Impressive pastoral care.

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.

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UNIVERSITY OF LEEDS

<<>>

22 November 2016

Dear <<>>

External Examiner's report for Psychoanalytic Observational Studies 2015-16

First, let me thank you for assembling the 2015-16 report for the programmes in Psychoanalytic Observational Studies. I have enclosed with this letter an acknowledgement prepared by the Programme Leader, <<>>.

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. You report that you were given comprehensive access to student assessments.

Good practice

You note that the programme is informed by research and comment 'In particular the module on Child Development Research keeps in touch with recent research'. You state that the programme has an explicit pedagogy and this is incorporated into all aspects of the student experience. I was glad to learn you were able to attend the meetings of examiners and you report that the pastoral care offered to students is impressive.

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

Yours sincerely

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<<>>

Enc: <<>> 16 November 2016

Director of Postgraduate Studies
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17th November 2016

Dear

**Re: Response to external examiner's report – Psychoanalytic
Observational Studies 2015-2016**

We are delighted to read report which evidences continued high academic standards, experiential learning and students reaching the high expectations set by this programme. We are particularly proud of the “practical components of this course (the modules teaching psychoanalytic observation skills) which are central and excellent in that they are taught and supported”.

We are planning to develop and further integrate psychoanalytically informed research methods that described in point 7 of her report.

Yours sincerely

Programme Lead

CC: – University Programme Link Tutor