

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

Part A: General Information**Subject area and awards being examined**

<i>Faculty / School of:</i>	Faculty of Medicine and health/Leeds Institute of Health Sciences
<i>Subject(s):</i>	
<i>Programme(s) / Module(s):</i>	Leeds FamilyTherapy and Research Centre
<i>Awards (e.g. BA/BSc/MSc etc):</i>	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

No

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

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 programme Aims and ILOs continue to meet the standards of an MSc 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.*

The Aims and ILOs must meet the expectations of the Association of Family Therapy standards and competences for professional practice clinically and academically. This course continues to meet those expectations to a very high standard.

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 meet the needs of a thorough well thought through curriculum designed to help students through the complexity of clinical practice development and theoretical knowledge. there is a good link and relationship between the two aspects of teaching and learning reflected in the assessment methods; a range of essays and on going supervision guidance and reports for their clinical work. the quality of teaching, learning and assessment is reflected in the attention given to all students; both those who are working to a very high standard and those who are improving as the course develops. As external i queried the decision to reduce question choice on first essay while holding in mind the advantages of encouraging students to think clearly and deeply about key practice theory. Not a concern ; representative of thoughtfulness in ensuring best opportunities for student development.

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.*

Students are given opportunity to demonstrate their achievement. Academic standards seemed by observation to include usual range of qualified students with varying skills and experience all assisted ably by committed and skilful tutors who assist in their development. Students expected range of distinctions to fails - students progress enhanced by their own hard work, teaching and tutoring. the course has a written examination which is offered by fewer AFT accredited courses. There are advantages and disadvantages with this methodology but on balance felt well considered by the course and designed to meet student needs.

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

Confident of supervisors encouragement of student learning in clinical supervision groups. this aspect of the course well held with supervisors supported in task. Panel of assessment not until end of Year 2 .

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.

Minor modifications to programme this year - particular adjustment to research component which aims to keep research activity live for student was helpful and staff continue to reflect on changes made. Good practice continues in excellent tutor feedback to students highlighting weaknesses, explanations for marking and clear guidance for how to improve mark. Excellent caring yet rigorous approach to student development.

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.

As above, course looking at research module to ensure delivers learning aims. Curriculum reflects current developments in research as it affects practice and benefits from the central position of Leeds University in the SHIFT study competed this year.

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 sufficient material provided as External Examiner.

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.

Received all documentation and note excellent administrative support to the course alongside excellent communication with course leader.

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 where amended.

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 feel that I saw a good cross section of student work throughout the year.

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

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 good administrative arrangements - efficient, helpful, knowledgeable.

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

yes very careful discussion of individual issues around medical/social issues for students and its impact on their participation/performance on the course. Evidence was provided and offered for consideration and fair supportive responses were offered and recorded.

Other comments

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

Pleasure to act as External Examiner for this course - feel helpful collaborative relationship in place.

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18 November 2016

Dear <<>>

External Examiner's report for Systemic Family Therapy 2015-16

As the School of Medicine's Director of Postgraduate Studies, I receive all the External Examiners' reports for the twenty five subjects offered at Master's level in 2015-16. First, let me thank you for assembling the 2015-16 report for the MSc programme in Systemic Family Therapy.

I note that there were no urgent matters for attention.

Good practice

You have noted the impact of minor programme revisions which have enhanced the student experience.

Student feedback

You state that there is 'Excellent caring yet rigorous approach to student development'. I agree that the Programme Team has balanced the need to give clear feedback to students as well as discussing their progress.

Administration

You comment on the excellent administration provided by <<>>. I can only echo your praise, <<>> works to the highest standard which the academic team and students value.

Programme Leader's response

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

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 2016

Director of Postgraduate Studies
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Leeds Institute of Health Sciences

FACULTY OF MEDICINE AND HEALTH



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Director of Postgraduate Studies
School of Medicine
The University of Leeds

31st October 2016

Dear

Re: External Examiner's report on MSc Systemic Family Therapy (2015-16)

We were pleased to receive [redacted] External Examiner report of the MSc Systemic Family Therapy. This was [redacted] second year as external examiner to the course. No concerns were raised and [redacted] commented on the continued rigour high standards of teaching, assessment and student feedback. [redacted] has commented on the very high standards of administration of the course provided by [redacted]

[redacted] has been accessible and helpful in response to dilemmas and deliberations during the year and I am very pleased that [redacted] is continuing in [redacted] role as External Examiner in the year ahead.

Yours sincerely,

Programme Leader MSc in Systemic Family Therapy