

The University of Leeds
EXTERNAL EXAMINER'S REPORT

ACADEMIC YEAR: 2016-17

Part A: General Information

Subject area and awards being examined

Faculty / School of:	Medicine & Health
Subject(s):	
Programme(s) / Module(s):	Psychoanalytic Observational Studies
Awards (e.g. BA/BSc/MSc etc):	MA /Postgrad Dip.

Part B: Comments for the Institution on the Examination Process and Standards

Points of innovation and/or good practice

Please highlight areas of innovation or good practice within the programmes or processes you have been involved with in this box.
When largish marker discrepancies occur, markers have reread and convened to discover the source of their difference and included an agreed note of that process to the EE for moderation. This is excellent reflective practice. I had a wide-ranging and thorough discussion meeting with the whole Board in relation to changes in course content. Later I had a creative meeting with the senior course leader to consider the directions of the course in changing professional setting. Overall the course team is impressive in its commitment to reflecting deeply on each year's course and dedicating the time this requires.

Enhancements made from the previous year

Please highlight any enhancements made to the programme(s) or processes over the past year in this box.
Improved use of marking range; good work in Young Child Observation and Child Development Research modules. Thorough revision of course objectives and ILOs.

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

For Examiners in the first year of appointment

1.	Were you provided with an External Examiners Handbook?	Y/N
2.	Were you provided with copies of previous relevant External Examiners' reports and the response of the School to these?	Y/N
3.	Were you provided with a External Examiner Mentor?	Y /N

For Examiners completing their term of appointment

4.	Have you observed improvements in the programme(s) over the period of your appointment?	Y
5.	Has the school responded to comments and recommendations you have made?	Y

6.	Where recommendations have not been implemented, did the school provide clear reasons for this?	Y / N
7.	Have you acted as a External Examiner Mentor?	N

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

8.	Is the overall programme structure coherent and appropriate for the level of study?	Y
9.	Does the programme structure allow the programme aims and intended learning outcomes to be met?	Y
10.	Are the programme aims and intended learning outcomes commensurate with the level of award?	Y
11.	Did the Aims and ILOs meet the expectations of the national subject benchmark (where relevant)?	Y
12.	Is the programme(s) comparable with similar programmes at other institutions?	Y

Please use this box to explain your overall impression of the programme structure, design, aims and intended learning outcomes.

13.	Is the influence of research on the curriculum and learning and teaching clear?	Y
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Please explain how this is/could be achieved (examples might include: curriculum design informed by current research in the subject; practice informed by research; students undertaking research)

14.	Does the programme form part of an Integrated PhD?	Y
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Please comment on the appropriateness of the programme as training for a PhD:

Students can proceed on to a Clinical PhD and, when this happens, the modules from it are essential.

15.	Does the programme include clinical practice components?	Y
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Please comment on the learning and assessment of practice components of the curriculum here
 Infant and Young Child observation and Work Discussion are excellent and unique components of the course. The application of 'learning from experience' has a long tradition, is well theoretically founded and a key part of student learning. I regard it as the 'jewel in the crown' of this course. Its delivery is exemplary.

16.	Is the programme accredited by a Professional or Statutory Regulatory Body (PSRB)?	Y / N
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Please comment on the value of, and the programme's ability to meet, PSRB requirements here:

It is recognised as part of Child Psychotherapy training at D.Clin level

Assessment and Feedback

17.	Does the programme design clearly align intended learning outcomes with assessment?	Y
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Please comment on the assessment methods and the appropriateness of these to the ILOs, in particular: 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.

See above re 'learning from experience', also approached through 'reflective practice'. The learning is not just cognitive-intellectual but more holistic and a crucial aspect of practitioner-client relations.		
18.	Is the design and structure of the assessment methods appropriate to the level of award?	Y
19.	Were students given adequate opportunity to demonstrate their achievement of the programme aims and intended learning outcomes?	Y
<p><i>Please comment on 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:</i></p> <p>I have encouraged the use of marks in the high range (80s not just 70s) because the work of the best students is outstandingly good and demonstrates the impressive transformations wrought by this course. Their achievements compare well with the 'gold standard' course for this subject at the _____, where I have been external examiner in the past.</p>		
<p><i>Please use this box to provide any additional comments you would like to make in relation to assessment and feedback:</i></p> <p>Course team members' commitment to the student experience and learning is exemplary, including administrative support, and I would like to congratulate them on the results. The course content is demanding and getting increasingly more difficult in the current health and social care public sector climate. The course nurtures practitioners and helps them function well in stressful work situations.</p>		

The Progression and Awards Process

20.	Were you provided with guidance relating to the External Examiners role, powers and responsibilities in the examination process?	Y
21.	Was the progression and award guidance provided sufficient for you to act effectively as an External Examiner?	Y
22.	Did you receive appropriate programme documentation for your area(s) of responsibility?	Y
23.	Did you receive appropriate module documentation for your area(s) of responsibility?	Y
24.	Did you receive full details of marking criteria applicable to your area(s) of responsibility?	Y
25.	Were you provided with all draft examination papers/assessments?	Y
26.	Was the nature and level of the assessment questions appropriate?	Y
27.	Were suitable arrangements made to consider your comments on assessment questions?	Y
28.	Was sufficient assessed work made available to enable you to have confidence in your evaluation of the standard of student work?	Y
29.	Were the examination scripts clearly marked/annotated?	Y
30.	Was the choice of subjects for final year projects and/or dissertations appropriate?	Y
31.	Was the method and standard of assessment appropriate for the final year projects and/or dissertations?	Y
32.	Were the administrative arrangements satisfactory for the whole process, including the operation of the Progression and Awards Board?	Y
33.	Were you able to attend the Progression and Awards Board meeting?	some
34.	Were you satisfied with the recommendations of the Progression and Awards Board?	Y
35.	Were you satisfied with the way decisions from the School Special Circumstances meeting were communicated to the Progression and Awards Board?	very

Please use this box to provide any additional comments you would like to make on the questions above:

The quality of markers' comments is exemplary in giving detailed feedback at the same time as recognising student achievements and progress

Other comments

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

I continue to be impressed at the way it is possible to work with this team to enhance the course and learning. Despite the already high quality of the course experience, teachers continue to interrogate their practice and reflect on improvements. They do this irrespective of my initiation but use my resources in a highly constructive manner. Leadership is outstanding and staff development into responsible course roles is done with care. The overall considerable experience of the team shows in the learning experience and the formation of younger less experienced colleagues. An exemplary course culture is thus nurtured.

Part C: School Response to External Examiner Report**Name of School and Head of School (or nominee)**

Title and Name of Responder:

Position*:

Faculty / School of:

Address for communication:

Email:

Telephone:

Director of Postgraduate Studies *on behalf of* the Director of Student Education

Faculty of Medicine and Health School of Medicine

*If the individual responding to the report is not the Head of School please state their position within the School.

Completing the School response

The completed School response (including the full original report) should be attached to an e-mail and sent to the Pro-Dean for Student Education in the relevant Faculty. Following approval by the Pro-Dean for Student Education, the School must send the response (including the full original report) directly to the External Examiner. A copy must also be emailed to the Quality Assurance Team at gat@leeds.ac.uk. External Examiners should receive a formal response no later than six weeks after receipt of the original report.

Response to Points of innovation and/or good practice

The School notes that the programme team reviews the marking structures and processes regularly. The team employs a blind double marking system which has been commended in the collaborative reviews with the University of Leeds. Double marking allows new tutors to receive a solid induction into operationalising the marking criteria and to develop their experience. As the assignment's primarily concern essays that heavily draw and on and value complex, multi-layered subjective experience. Double marking ensures that assignments are accurately marked to the marking criteria. This process is labour intensive and expensive; for now we continue to invest in the double marking process which adds value to learning and ensures academic rigour and quality. This is evidence of the deep commitment tutors make to this programme.

Response to Enhancements made from the previous year

The team is more accustomed and confident in marking in the lower, (fail) and upper, (distinction) level bands which has been supported by itemising the assessment criteria within each marking band.

Response to Matters for Urgent Attention

If any areas have been identified for urgent attention before the programme is offered again please provide a specific response to them here:

This is the final year of your appointment as External Examiner. The programme team has started to scout for the next appointment. This is always challenging for a specialist course within a nationwide community that collaborates closely and where there are strong and longstanding professional ties. Establishing the degree of separation required for this role can be hard to achieve. So starting this process well in advance of the next academic year gives us the time we needed to appoint a new External Examiner. The School is grateful that you have given us an additional year for this process.

Response to questions 1-7 (and related comments)

Schools may provide a general response; however, where Examiners raise specific points these must be addressed individually:

There are good lines of communication and the team is confident that all relevant information is sent to the External Examiner.

Standards

Response to questions 8 to 16 (and related comments)

Schools may provide a general response; however, where Examiners raise specific points these must be addressed individually:

The programme meets the pre-clinical requirements for application to an Association of Child Psychotherapy (ACP) accredited clinical training in Child & Adolescent Psychotherapy. It is also a valued CPD course in its own right for a range of professionals working with children, young people and families.

Assessment and Feedback

Response to questions 17 to 19 (and related comments)

Schools may provide a general response; however, where Examiners raise specific points these must be addressed individually:

The team is proud that it supports work to reach impressive and transformational standards for the student's work. They see students grow in confidence and reach for professional potential that they were not aware of. The School is confident that the Leeds Psychoanalytic Observational Studies course is well-respected programme and it attracts students from across the region.

In the University-wide student survey held in summer 2017, the students gave a score of 95% overall satisfaction for Psychoanalytic Observational Studies, this is an exceptional achievement.

The Progression and Awards Process

Response to questions 20-35 (and related comments)

Schools may provide a general response; however, where Examiners raise specific points these must be addressed individually:

The Academic Officer provides invaluable expertise and experience to ensure that processes run smoothly. The programme team appreciated the support of colleagues at University, when there are technical issues that require their insight and advice.

Other comments

Response to items included in the 'Other Comments' section of the report

Your comments are encouraging and motivating. I agree that the programme has an "exemplary course culture" which is developed through a generational commitment to a highly specialist method of experiential learning. Talented new tutors are attracted to the programme which is important as more experienced and established will inevitably move on. This programme is at the heart of the NSCAP and key to meeting the HEE commission for training Child & Adolescent Psychotherapists across the North.