

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 and Health/Medicine
Subject(s):	<i>Systemic Family Therapy</i>
Programme(s) / Module(s):	MSc in systemic Family Therapy/FAMT5311M Theories Change and PracticeII; FAMT5360M Advanced Research Methods; FAMT5460M Family therapy skills II; FAMT5480M Systemic Supervision and Case Presentation II
Awards (e.g. BA/BSc/MSc etc):	MSc

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

Points of innovation and/or good practice

Continuing high standards of teaching evidenced by curriculum, quality of students learning particularly in integration of clinical practice with strong theoretical foundation and quality of teacher feedback to students. Long established course constantly looking to maximise student experience.

Enhancements made from the previous year

Please highlight any enhancements made to the programme(s) or processes over the past year in this box.

Some changes in essay titles and organisational module very helpful. Minor but helpful changes to clinical vivas

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

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

For Examiners completing their term of appointment

	Have you observed improvements in the programme(s) over the period of your appointment?	Y
	Has the school responded to comments and recommendations you have made?	Y
	Where recommendations have not been implemented, did the school provide clear reasons for this?	N/A
	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

I have been the External Examiner for 2 cohorts (4 years). The course was already operating at a high standard so the development has been in maintaining the quality e.g. refining the teaching and assessment process using student feedback, teacher experience and changes in the field. Procedures have been appropriate and comprehensive. Leadership of the course excellent including a smooth and careful transition during the last cohort between Year one and two on the retirement of course leader and promotion of taking leadership role from senior staff position

Standards

	Is the overall programme structure coherent and appropriate for the level of study?	Y
	Does the programme structure allow the programme aims and intended learning outcomes to be met?	Y
	Are the programme aims and intended learning outcomes commensurate with the level of award?	Y
	Did the Aims and ILOs meet the expectations of the national subject benchmark (where relevant)?	Y
	Is the programme(s) comparable with similar programmes at other institutions?	Y
<p><i>Please use this box to explain your overall impression of the programme structure, design, aims and intended learning outcomes.</i></p> <p>Structure design and learning outcomes excellent. Coherent programme which combines the theoretical academic learning outcomes with the professional Family Therapy learning outcomes regulating clinical status.</p>		
	Is the influence of research on the curriculum and learning and teaching clear?	Y
<p><i>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)</i></p> <p><i>Research is included in all teaching; teachers keeping updated with research developments in the field, ensuring references include research, teaching critical use of research, ensuring assessment methods meet the learning outcomes</i></p>		
	Does the programme form part of an Integrated PhD?	N

<i>Please comment on the appropriateness of the programme as training for a PhD:</i>		
	Does the programme include clinical practice components?	Y
<i>Please comment on the learning and assessment of practice components of the curriculum here:</i>		
<i>Clinical practice well integrated with the academic programme. The supervisory experience for the students including a range of clinical work, live supervised by experienced and qualified supervisors who give comprehensive feedback, provide group context for learning and including Personal Professional Development is excellent.</i>		
	Is the programme accredited by a Professional or Statutory Regulatory Body (PSRB)?	Y
<i>Please comment on the value of, and the programme's ability to meet, PSRB requirements here:</i>		
Association of Family Therapy offers Professional Regulation of training standards and outcomes . The programme meets the requirements well. it is a valuable to have that Regulation to ensure coherent standards throughout UK so that there is reliability for service users in their expectation of knowledge and performance.		

Assessment and Feedback

	Does the programme design clearly align intended learning outcomes with assessment?	Y
<i>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.</i>		
<i>Assessment methods are appropriate and link appropriately with the ILO/s - there are a variety of methods from exam to essays and clinical presentations. Modules are marked efficiently within the time frame and double marked where required. Feedback is extensive and helpful to students to understand how marks achieved. Awards appropriate - normal spread of marks and final awards which seem appropriate. and consistent. Course staff continue to review assessment methods recently particularly trying to ensure research module is appropriately assessed which has been positive modification. A course combining professional clinical development and academic rigour faces additional effort to ensure that the varying strengths of the students are maximised, enhanced with consistent quality standards. The course does this very well attending to both their weakest and strongest students.</i>		
	Is the design and structure of the assessment methods appropriate to the level of award?	Y
	Were students given adequate opportunity to demonstrate their achievement of the programme aims and intended learning outcomes?	Y
<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>		
<i>See 2 above. there have been some very outstanding work by students on this course. There has been a very good development in performance over the 2 years and attention paid to the weaker students who have, i believe, been appropriately taught and tutored to achieve confident passes.</i>		

Please use this box to provide any additional comments you would like to make in relation to assessment and feedback:

Very conscientious tutor group.

The Progression and Awards Process

	Were you provided with guidance relating to the External Examiners role, powers and responsibilities in the examination process?	Y
	Was the progression and award guidance provided sufficient for you to act effectively as an External Examiner?	Y
	Did you receive appropriate programme documentation for your area(s) of responsibility?	Y
	Did you receive appropriate module documentation for your area(s) of responsibility?	Y
	Did you receive full details of marking criteria applicable to your area(s) of responsibility?	Y
	Were you provided with all draft examination papers/assessments?	Y
	Was the nature and level of the assessment questions appropriate?	Y
	Were suitable arrangements made to consider your comments on assessment questions?	Y
	Was sufficient assessed work made available to enable you to have confidence in your evaluation of the standard of student work?	Y
	Were the examination scripts clearly marked/annotated?	Y
	Was the choice of subjects for final year projects and/or dissertations appropriate?	no dissert ation
	Was the method and standard of assessment appropriate for the final year projects and/or dissertations?	no dissert ation
	Were the administrative arrangements satisfactory for the whole process, including the operation of the Progression and Awards Board?	Y
	Were you able to attend the Progression and Awards Board meeting?	Y
	Were you satisfied with the recommendations of the Progression and Awards Board?	Y
	Were you satisfied with the way decisions from the School Special Circumstances meeting were communicated to the Progression and Awards Board?	Y

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

Everything well and very efficiently organised and helpfully communicated by the Programme Coordinator and the Programme Leader

Other comments

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

It has been a pleasure contributing to this programme and I look forward to mentoring the newly appointed External Examiner.

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

Thank you for this report and for the commentary on the delivery over the academic year and your duration as External Examiner. The course team were pleased to note that the combination of professional clinical development and academic rigour were deemed to have been held. The programme seeks to support the development of students who are all already professionals in the NHS and independent sectors and the progress of the relatively weaker students is deemed central to this both as a response to the investment of students in their own career development and practice and so that graduates of the course are fit for independent practice in accordance with the UKCP standards.

The minor modifications of assessments that were noted in the Family Therapy Skills (covered organisational practice) were helpfully supported by the External Examiner's perspective.

Response to Enhancements made from the previous year

The course follows a two year cycle but the adjustments to the research module which related to group size, guidance for the projects undertaken and time for presentation were implemented with positive feedback as noted by the External Examiner comments. Again the perspective of _____ was valuable to the course team

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:

No matters were raised

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:

No matters were raised

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:

No matters were raised

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 minor adjustment of the research assessment to adjust the group size and develop the guidance for students has been implemented as described .

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:

No matters were raised

Other comments

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

Our thanks are extended to _____ in respect of this report and also for _____ contribution to the course during four year tenure. The Programme leader _____ was grateful for the External Examiner's support in the process of transition for the outgoing Programme leader _____ to ensure that the was a smooth transfer and also that there was scope for ongoing development and enhancement during this time. We are pleased that _____ is undertaking mentorship of the new External Examiner