

The University of Leeds
EXTERNAL EXAMINER'S REPORT

ACADEMIC YEAR: 2018-19

QAT Received 22/09/2019

Part A: General Information

Subject area and awards being examined

Title and Name of Examiner:

Faculty / School of:

School of Healthcare

Subject(s):

Counselling and Psychotherapy

Programme(s) / Module(s):

MA Psychotherapy and Counselling

Awards (e.g. BA/BSc/MSc etc):

MA

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.

The programme generally is characterised by good practice but I would highlight the annual research conference arranged by the staff team which gives the students the opportunity to present their own research, receive feedback, and learn from the research presented by other students

Enhancements made from the previous year

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

I have the impression that the staff team are committed to ongoing review of the programme with a view to its enhancement

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 only

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

For Examiners completing their term of appointment only

4.	Have you observed improvements in the programme(s) over the period of your appointment?	Y / N
5.	Has the school responded to comments and recommendations you have made?	Y / N
6.	Where recommendations have not been implemented, did the school provide clear reasons for this?	Y / N
7.	Have you acted as an External Examiner Mentor?	Y / 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.

Overall, I gain the impression of a well-designed and delivered programme with intended learning outcomes well-tailored to the development of effective professional practice.

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)

Research undertaken by students is firmly geared to their development as practitioners.

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

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:

I think them appropriate to the development of effective practice and practitioners.

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

I think the programme is in a position to meet PSRB requirements, although the university needs to pay attention to ensuring that staffing levels continue to remain sufficient to maintain standards.

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.

The programme utilises a variety of appropriate assessment methods that help to both encourage and assess students' academic and professional progress. Marking arrangements are rigorous in terms of double marking, the giving of comprehensive feedback and the willingness of the staff team to employ the full range of marks available.

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>Although the standard of work inevitably varies , overall standards are high and certainly in line with students on comparable courses.</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>I would like to congratulate the staff team on the evident care and time they commit to these processes.</p>		

The Progression and Awards Process

20.	Were you provided with guidance relating to the External Examiner's 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?	Y
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?	Y
<p><i>Please use this box to provide any additional comments you would like to make on the questions above:</i></p>		

Other comments

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

I would like to congratulate the team on their evident commitment to ensuring that students are provided with a high quality educational experience that prepares them well for effective, ethical practice. I would repeat the importance of ensuring that staffing levels take account of the heavy time commitments that follow on from the high level of support involved in facilitating counselling students' personal and professional development.

Name of School and Head of School (or nominee)

Title and Name of Examiner:

Subject(s):

Counselling and Psychotherapy

Programme(s) / Module(s):

MA in P&C
PGDip in P&C

Awards (e.g. BA/BSc/MSc etc):

Title and Name of Responder:

Position*:

Director of Student Education

Faculty / School of:

School of Healthcare

Address for communication:

The University of Leeds
LEEDS
LS2 9JT

Email:

Telephone:

*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) must be sent 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 acknowledging the student research conference. Your attendance and contribution also really enhances this experience for the staff team and the students.

Response to Enhancements made from the previous year

Thank you for your acknowledgement of the team's continual development of the programme. The team works hard to ensure that the programme remains current and relevant and continues to meet both student and professional expectations.

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:

It is pleasing to note that no issues requiring urgent attention were identified.

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:

Although your predecessor did not submit an annual report in final year as external examiner we would be happy to provide you with the previous year's report. If you would find this helpful, please let us know.

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:

Thank you for your positive comments. It is reassuring to know that you consider the programme equips the students with the requisite skills and knowledge to become effective practitioners.

The School is mindful of the impact of any changes to student numbers and staffing levels and keeps both under continual review as part of its annual planning processes to ensure that standards are maintained.

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:

It is pleasing to receive confirmation that you find our marking processes rigorous and thorough. The team is committed to providing good feedback to students to encourage and support their development as they progress through the programme.

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:

Thank you for confirming your satisfaction with our progression and awards processes.

Other comments

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

Your recognition of the staff team's commitment is greatly appreciated. The team very much values your commitment to your role; your speedy responses, feedback on marking and encouragement are very much welcomed and are extremely helpful.