

**The University of Leeds**  
**EXTERNAL EXAMINER'S REPORT**

ACADEMIC YEAR: 2018-19

QAT received 18/10/19

**Part A: General Information**

**Subject area and awards being examined**

*Title and Name of Examiner:*

*Faculty / School of:*

Medicine & Health / Medicine

*Subject(s):*

*Systemic Practice*

*Programme(s) / Module(s):*

Postgraduate Certificate in Systemic Practice;  
FAMT5330M Foundation Course in Systemic Practice; FAMT5340M Intermediate Course in Systemic Practice

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

PGCert

**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 structure and delivery of the course continues to be of a very high standard commensurate with the requirements for professional training as outlined by the accrediting body the Association of Family Therapy and Systemic Practice in the UK. The feedback to students is constructive and clear and the marking continues to be rigorous and of a high standard.

**Enhancements made from the previous year**

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

There have been a number of enhancements from last year, in response to feedback from students, which make requirements and marking criteria clearer and more transparent to students, as outlined below.

- Following on from enhancements from last year, the criteria for Essay 1 now includes criteria to emphasise the organisational context of the work.
- The marking criteria for Essay 2 have been made more specific to create more coherence between the essay question and the marking criteria. These now includes more detail of what is expected from the students, including specific guidance on attention to issues of use of self, ethics and power
- Similarly, there have been some refinement to the portfolio, following the pilot, with a request for clearer guidance of expectations for the different aspects of the portfolio. There have also been complications for markers as the students need to submit their logs before they have necessarily completed their hours, requiring markers to attend twice to each portfolio.
- Proposed changes for 2019-20 include a strategic shift to the name of the portfolio, to Reflective learning Journal to emphasise the requirement for reflexivity on the process of learning rather than a documentation of hours of practice and an opening statement on how the required hours will be accumulated. This is also stated in the requirements. The handbook now includes specific guidance on requirements at each grade classification and a clearer structure. Students will now submit a single record of practice each term, requiring a single qualitative evaluation and mark from tutors, rather than the previous "indicative" mark.

### 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

N/A

### 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?	Y
3.	Were you provided with a External Examiner Mentor?	N/A

### For Examiners completing their term of appointment only

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?	N/A
7.	Have you acted as an 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

The course team have been very responsive to any recommendations from me as External Examiner.

### 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.

The programme is rigorous and of a high standard, tutors are reflexive to feedback from students, continuously updating the programme.

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 is embedded in the teaching and practice is evidence informed.

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:

N/A		
15.	Does the programme include clinical practice components?	Y
<p><i>Please comment on the learning and assessment of practice components of the curriculum here:</i></p> <p>The teaching, learning and assessment methods within this PG Certificate course are varied, of a high standard, well thought out and well-constructed.</p>		
16.	Is the programme accredited by a Professional or Statutory Regulatory Body (PSRB)?	Y
<p><i>Please comment on the value of, and the programme's ability to meet, PSRB requirements here:</i></p> <p>The course meets the requirements for AFT the professional accrediting body</p>		

### Assessment and Feedback

17.	Does the programme design clearly align intended learning outcomes with assessment?	Y
<p><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></p> <p>The course is of a high standard and the assessment methods and structure are highly appropriate. There is further evidence of the inclusion of three generation genograms in students' assessments as recommended last year.</p>		
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>The coursework is of a high standard commensurate with other courses at the is level.</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>The use of genograms has increased following recommendations from last year, most students now include three generational genograms, however there is seldom a sense of the genograms being actively used for hypothesising or intervention and dates and life events are not included. This could be an area for further development.</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**

Once again the staff are to be congratulated on the rigorous attention to student feedback and excellent practice.

**Name of School and Head of School (or nominee)**

Title and Name of Examiner:

Subject(s):

Systemic Practice

Programme(s) / Module(s):

Postgraduate Certificate in Systemic Practice:  
FAMT5330M Foundation Course in Systemic Practice; FAMT5340M Intermediate Course in Systemic Practice

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

Postgraduate Certificate

Title and Name of Responder:

Position\*:

Director of Student Education TPG-SoM / Programme Lead

Faculty / School of:

*Leeds Institute of Health Sciences - School of Medicine*

Address for communication:

Leeds Institute of Health Sciences  
Level 10  
Worsley Building  
Clarendon Way  
Leeds, LS2 9NL

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](mailto: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 course team are grateful for \_\_\_\_\_ evaluation within this report. We are pleased that the structure and delivery of the course are viewed continuing to be of a high standard and in line with the requirements for professional training as outlined by the accrediting body the Association of Family Therapy and Systemic Practice in the UK. It is particularly pleasing to receive a positive assessment of our feedback to students, as this is something to which the course team holds as of the highest importance in terms of supporting students' learning.

**Response to Enhancements made from the previous year**

There were a number of enhancements made from the previous year, as set out by \_\_\_\_\_. The marking criteria for the two essay questions at Foundation level have been adapted in order to more clearly and accurately evaluate the concepts and themes raised in the essay questions and, in turn, the course Learning Outcomes. \_\_\_\_\_ recognised that there had been developments in the Learning Portfolio at Intermediate level. While some elements of the Portfolio were in place in previous years, there were some substantial changes for 2018-19, which were conducted in part due to changes to the course Learning Outcomes having been implemented to ensure the programme continued to meet the requirements for accreditation with the Association for Family Therapy and Systemic Practice in the UK.

While the Portfolio appears to have worked well as a method of assessment in general terms, there were some practical challenges for markers, which were to some extent related to the portfolio being hosted online in Minerva rather than existing as a hard copy. As reflected in \_\_\_\_\_ report, one consequence of this was that the academic staff were of the view that this format was inviting some students to approach the task in a rather piecemeal way, which was constraining the degree to which the Portfolio acted as an integrated document which could provide a medium for recording developments in each student's learning over time. For 2019-20, we have amalgamated the Portfolio so that a single 'Record of Practice' will be submitted once per term, with a mark to be applied to each submission – this is a simplification of the structure which is intended to make the Learning

Portfolio easier to manage digitally for all concerned. Also, students are requested to complete Learning Portfolio entries in which they reflect on their position/progress on the course (i.e. opening and closing statements, offering reflexive responses to their tutor's feedback). Some further guidance for students, which sets out the expectations for each element of the Learning Portfolio at each grade boundary, has now been added to the Student Handbook for 2019-20. By accompanying this guidance with a renaming of the Learning Journal as a 'Reflective Learning Journal', it is hoped that this will encourage the students to make more substantial use of the Learning Portfolio as an aid to their learning.

#### **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:*

None 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:*

commented that the course have been very responsive to recommendations. We have highly valued the feedback on marking of assignments and on the various proposed course developments that have been made during the period of acting as our 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:*

We are pleased to receive positive evaluation of the programme's teaching, learning and assessment standards.

### **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 was noted that recognised further evidence of how students were using three-generation genograms in their assignments, which had previously been recommended as a development. reported that there was seldom a sense of the genograms being actively used for hypothesising or intervention, and dates and life events were not included in the students' work. The course staff will work to support students to further develop their use of genograms more actively as a tool for working with families.

### **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 additional comments were made, as answered affirmatively to each of the items.

### **Other comments**

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

The course team wish to thank for invaluable feedback which continues to support the team to develop the course positively for the benefit of our students - and no doubt for the clients and families with whom they work.