

# The University of Leeds

## EXTERNAL EXAMINER'S REPORT

ACADEMIC YEAR: 2018-19

QAT Received 12/08/2019

### Part A: General Information

#### Subject area and awards being examined

*Title and Name of Examiner:*

*Faculty / School of:*

Medicine and Health

*Subject(s):*

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

Psychoanalytic Observational Studies

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

MA/PG Dip

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

#### Points of innovation and/or good practice

The students have clearly enjoyed and been actively encouraged in their 'learning from experience' by a committed and highly professional Programme Lead and Tutor group.

The students' assignments received positive consideration and helpful feedback to aid future development and learning. They demonstrated some original ideas which I think would be of interest to a wider audience.

The course is very well administered and the examination administration process delivered in an exemplary way.

*Please highlight areas of innovation or good practice within the programmes or processes you have been involved with in this box.*

#### Enhancements made from the previous year

The previous External Examiner noted :

**'Continue to keep an eye on using the full range of marks and face the necessity of fail marks where realistic'.**

In my opinion there is evidence of this having been addressed in the range of marking.

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

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

*Since being appointed in September 2018 I have been kept informed of necessary developments; assignment questions were shared with me for comment and I was fully informed of the assignment timetable.*

The standards achieved are consist with another course I have experience of and the examination process as noted above is exemplary.

## Standards

8.	Is the overall programme structure coherent and appropriate for the level of study?	Y / N
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9.	Does the programme structure allow the programme aims and intended learning outcomes to be met?	Y / N
10.	Are the programme aims and intended learning outcomes commensurate with the level of award?	Y / N
11.	Did the Aims and ILOs meet the expectations of the national subject benchmark (where relevant)?	Y / N
12.	Is the programme(s) comparable with similar programmes at other institutions?	Y / N
<p><i>Please use this box to explain your overall impression of the programme structure, design, aims and intended learning outcomes.</i></p> <p>The course is very well structured and organised. It leaves appropriate scope for independent learning / learning from experience within a thoughtful teaching and learning environment.</p>		
13.	Is the influence of research on the curriculum and learning and teaching clear?	Y / N
<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>The students have an opportunity through the course to learn about take forward areas of current research. The MA dissertations in particular show evidence of students developing their own areas of research interest based on the principles of close observational study.</p>		
14.	Does the programme form part of an Integrated PhD?	Y / N
<p><i>Please comment on the appropriateness of the programme as training for a PhD:</i></p> <p>The course can be completed as a pre-clinical requirement for the clinical doctoral training in Child and Adolescent Psychotherapy.</p>		
15.	Does the programme include clinical practice components?	Y / N

Please comment on the learning and assessment of practice components of the curriculum here:

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:

## Assessment and Feedback

17.	Does the programme design clearly align intended learning outcomes with assessment?	Y / N
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*The 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 course has 'learning from experience' at its heart and this is evidenced in each aspect of the course from Infant Observation to MA study. The assessment methods develop from this.

18.	Is the design and structure of the assessment methods appropriate to the level of award?	Y / N
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19.	Were students given adequate opportunity to demonstrate their achievement of the programme aims and intended learning outcomes?	Y / N
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*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:*

The students performed at a level consistent with that of other such courses, in my experience.

There was a range of assignment marks which evidenced that students had been taught and supervised to a high level and equally had space to develop and illustrate their own understanding and learning.

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

It would be helpful to feedback to students the need for page numbers in their assignments and in some cases to assist them in structuring their assignments with a clear introduction so that the reader can know what to expect in the piece.

One MA student might have helpfully have written more fully about the ethics involved in their study.

Some pieces were of a very high standard and might well be developed into a paper for publication.

### 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 / N
21.	Was the progression and award guidance provided sufficient for you to act effectively as an External Examiner?	Y / N
22.	Did you receive appropriate programme documentation for your area(s) of responsibility?	Y / N
23.	Did you receive appropriate module documentation for your area(s) of responsibility?	Y / N
24.	Did you receive full details of marking criteria applicable to your area(s) of responsibility?	Y / N
25.	Were you provided with all draft examination papers/assessments?	Y / N
26.	Was the nature and level of the assessment questions appropriate?	Y / N
27.	Were suitable arrangements made to consider your comments on assessment questions?	Y / N
28.	Was sufficient assessed work made available to enable you to have confidence in your evaluation of the standard of student work?	Y / N

29.	Were the examination scripts clearly marked/annotated?	Y / N
30.	Was the choice of subjects for final year projects and/or dissertations appropriate?	Y / N
31.	Was the method and standard of assessment appropriate for the final year projects and/or dissertations?	Y / N
32.	Were the administrative arrangements satisfactory for the whole process, including the operation of the Progression and Awards Board?	Y / N
33.	Were you able to attend the Progression and Awards Board meeting?	Y / N At NSCAP
34.	Were you satisfied with the recommendations of the Progression and Awards Board?	Y / N
35.	Were you satisfied with the way decisions from the School Special Circumstances meeting were communicated to the Progression and Awards Board?	Y / N
<p><i>Please use this box to provide any additional comments you would like to make on the questions above:</i></p> <p>The 19<sup>th</sup> July meeting at NSCAP was a well utilised opportunity to reflect on student progress and development and to highlight areas for consideration going forward.</p>		

#### Other comments

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

I was delighted to be invited to become External Examiner for the Psychoanalytic Observational Studies Course. It was a pleasure to read the range of scripts and dissertations shared with me and to join the July 19<sup>th</sup> meeting at NSCAP.

The students are clearly very engaged in their psychoanalytic studies 'learning from experience' and the Tutors and Programme Lead highly committed to the student's development.

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

*Title and Name of Examiner:*

*Subject(s):*

*Psychoanalytic Observational Studies*

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

Infant observation  
 Work Discussion  
 Psychoanalytic Theory and Personality Development  
 Child Development and the Relation Mind  
 Young Child Observation  
 Dissertation

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

*Masters/Post grad diploma*

*Title and Name of Responder:*

*Position\*:*

Director of Student Education / Head of School

*Faculty / School of:*

*Medicine and Health*

*Address for communication:*

*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 [qat@leeds.ac.uk](mailto:qat@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**

It is particularly encouraging and validating to receive positive feedback from a new External Examiner and the completely fresh perspective that they bring.                      has highlighted how

“The students’ assignments received positive consideration and helpful feedback to aid future development and learning. They demonstrated some original ideas which I think would be of interest to a wider audience.”

and

“The course is very well administered and the examination administration process delivered in an exemplary way.” This is particularly satisfying to read as we have had to manage challenging circumstances in relation to academic officer tasks.

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

No requirements for enhancement from previous year.

***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

***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:*

                    is a new external examiner to our programme and a first time EE. We sent            all the relevant information as outlined in questions 1 – 7 and I understand that                      has taken up opportunities for support and mentoring.                      brings substantial experience and expertise in this specialist field.



## 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 responses to these questions are positive and it is of particular note that the dissertations have been found noteworthy for wider dissemination. We are alert to the opportunities for this.

## 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:*

remarks that there is evidence of students being taught and supervised to a high level and equally having the space to develop and illustrate their own understanding and learning.

We will take on board the advice to feedback to students the need to number the pages of their assignments and offer support about writing effective introductions further to the advice that we already provide in this regard. We will also direct students to university resources that will help with this.

## 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:*

I understand that there were no concerns in this area.

## Other comments

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