

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 Family Therapy

Programme(s) / Module(s):

MSc in Systemic Family Therapy:
FAMT5311M Theories Change & Practice II; FAMT5360 Advanced Research Methods;
FAMT5460M Family Therapy Skills II; FAMT 5480M Systemic Supervision & 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

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

The course continues to be of a high standard with rigorous attention to research evidence and theory practice links. The tutor group are highly committed to enabling students to reach the requirements of the course as AFT accredited Systemic Psychotherapists. Feedback to students is detailed and thoughtful with constructive recommendations to enable students to improve their performance. Challenging issues have been attended to with meticulous and highly ethical detail.

Enhancements made from the previous year

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

No significant changes.

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?	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 /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.

In my second year as External Examiner I continue to be impressed with the high quality of the programme and the responsiveness and collaborative stance of the staff. I have been pleased to become more closely acquainted with the course through sampling a proportional of final year Viva Voce examinations and through conversations with the course lead throughout the course, whenever issues have been raised where the view of the external would be helpful.

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)

The evidence base of systemic therapy and relevant research is incorporated into both teaching and assignments. Staff keep abreast with relevant literature ensuring that a critical stance to research, theory and practice and attention to evidence based practice is fundamental.

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

I was pleased to be part of the assessment process for the clinical component this year. This is a rigorous process involving the students' presenting a theory linked presentation together with clinical case examples viewed on video. Students. This enhanced the case study essay and presentation of a Clinical portfolio.

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:

The course is accredited by the Association of Family Therapy, the regulatory body for Systemic and Family Therapists. This body ensures standards are consistent and of a suitable standard across the UK, safeguarding clients and the public. The course meets these standards at a high level.

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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 wide range of assessed components of the course, including an examination, assignments and clinical viva amply meet the ILO's set by the course. Assessment of modules is timely and feedback to students is detailed and constructive. A sample of assignments are double marked and there is good coherence between markers and even matching across assignments. Where issues are raised there a third marker is bought in and any issues raised are discussed with the external examiner.</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 academic standards are high and compare very favourably to comparable courses. The students are particularly strong on theory practice links, overall student's ability to be reflexive is good, as evidenced in their assignments. Attention to the location of self in terms of context and differential power and the "graces" is good in some cases but remains a little more variable across the student group.</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 standard of assessment and feedback is very impressive across all assignments.</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> <p>I have been particularly pleased to be in close contact with the Course Lead and able to discuss issues as they arise.</p>		

Other comments

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

Name of School and Head of School (or nominee)*Title and Name of Examiner:*

Subject(s):

Systemic Family Therapy

Programme(s) / Module(s):

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FAMT5460M Family Therapy Skills II; FAMT 5480M Systemic Supervision & Case Presentation II

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

MSc Systemic Family Therapy

Title and Name of Responder:

Position*:

Director of Student Education – TPG SoM / Programme Lead

Faculty / School of:

Faculty of Medicine and Health / School of Medicine

Address for communication:

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. 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 your report to the University and for your constructive comments on assessment of student's assigned work and the feedback that we offer. The course team were pleased to receive your view that the course is achieving well in comparison to similar courses lead to master's level qualifications and professional registration. This is reassuring in respect of the teaching team completing the first cohort of the programme with a new Programme Lead and new core staff member. The course has also increased student numbers by one third and maintained the high standards and reputation of the course established by the previous lead.

Response to Enhancements made from the previous year

N/A

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:

N/A

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:

N/A

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 course was pleased to include _____ in a sample of the Viva Voce assessments of clinical practice and also for the main cohort and also for resit assessments in both November 2018 and September 2019.

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:

_____ noted that although the majority of students attend closely to dilemmas of therapeutic power and self-reflexivity that there is some variability in this across the group. Developments for the coming cohort include more didactic teaching and time in tutor led discussion to support students in developing reflexive abilities throughout their training.

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:

_____ has also been available to offer a perspective on dilemmas arising in the assessment processes, generally in respect the intersection of academic and clinical practice as is relevant to this course.

Other comments

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

N/A