

The University of Leeds
EXTERNAL EXAMINER'S REPORT
ACADEMIC YEAR: 2010–2011

PART A: GENERAL INFORMATION

Subject area and awards being examined:

School of: Programme(s) / Module(s): Leeds Addiction Unit Distance Learning Programmes	Subject(s): awards: (e.g. BA/BSc/MSc etc.)
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The completed report should be attached to an e-mail and sent as soon as possible, and no later than 6 weeks after the relevant meeting of the Board of Examiners, to exexadmin@leeds.ac.uk.

Alternatively you can post your report to:

**Head of Academic Quality and Standards,
Academic Quality and Standards Team,
Room 12:81, EC Stoner Building,
The University of Leeds, Leeds LS2 9JT**

PART B: COMMENTS FOR THE INSTITUTION ON THE EXAMINATION PROCESS AND STANDARDS

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

Only applicable in first year of appointment

Were you provided with copies of previous relevant External Examiners' reports and the response of the School to these?

For Examiners completing their term of appointment

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.

LAU do an excellent job of teaching students, who are typically practitioners far away from any tertiary education they had received, how to think and write academically and how to operate in an evidence-based manner. The guidance and feedback provided is exemplarily.

Standards

1. Please indicate the extent to which the programme aims and intended learning outcomes (ILOs) were commensurate with the level of the award?

- *The appropriateness of the intended learning outcomes for the programme(s)/modules and of the structure and content of the programme(s);*
- *The extent to which standards are appropriate for the award or award element under consideration.*

The standards are excellent and the programme does a commendable job of improving student assessments and the programme progresses. While the weakest students are not very good, the best students on this programme produce work equivalent to a PG level of quality.

2. Did the aims and ILOs meet the expectations of the national subject benchmark (where relevant)?

- *The comparability of the programme(s) with similar programme(s) at other institutions and against national benchmarks and the Framework for Higher Education Qualifications.*

No formal benchmark

3. Please comment on the assessment methods and the appropriateness of these to the ILOs?

- *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.*

Because the programme involves distance learning, creative methods of assessment are used both formatively and summatively.

4. Were students given adequate opportunity to demonstrate their achievement of the aims and ILOs?

- *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.*

See above

5. For Examiners responsible for programmes that include clinical practice components, please comment on the learning and assessment of practice components of the curriculum

6. The nature and effectiveness of enhancements to the programme(s) and modules since the previous year

It would be particularly helpful if you could also identify areas of good practice which are worthy of wider dissemination.

The team this year have been working towards better use of the full marking scale and there have been productive discussions about the differences in performance that distinguish between marks in the 40s, 50s and 60s.

7. The influence of research on the curriculum and learning and teaching

This may include examples of curriculum design informed by current research in the subject; practice informed by research; students undertaking research.

The curriculum makes use of state-of-the-art research on clinical effectiveness in addictions. Indeed, Leeds Addiction Unit is well known for contributing to clinical knowledge at the cutting edge. Students learn research skills and conduct original systematic review as part of the programme.

The Examination Process

8. **The University and its Schools provide guidance for External Examiners as to their roles, powers and responsibilities. Please indicate whether this material was sufficient for you to act effectively as an External Examiner?**

- *Whether external examiners have sufficient access to the material needed to make the required judgements and whether they are encouraged to request additional information.*

I have ample access to material and feel well involved and consulted

9. **Did you receive appropriate documentation relating to the programmes and/or parts of programmes for which you have responsibility, e.g. programme specifications or module handbooks?**

- *The coherence of the policies and procedures relating to external examiners and whether they match the explicit roles they are asked to perform.*

The documentation is comprehensive to a fault, clear and helpful

10. **Was sufficient assessed/examination work made available to enable you to have confidence in your evaluation of the standard of student work?**

Yes

11. **Were the administrative arrangements satisfactory for the whole process, including the operation of the Board of Examiners?**

Yes

12. **Were appropriate procedures in place to give due consideration to mitigating circumstances and medical evidence?**

Yes

For Examiners involved in Mentoring Arrangements

If you have acted as a mentor to a new external examiner or have received mentor support please comment here on the arrangements.

Other Comments

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

This is an excellent and innovative programme

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10 May 2012

Dear

Re: External Examiner's Report for the BHSc(Hons) in Addiction Studies, Diploma of Higher Education in Addiction Studies (distance learning) and Certificate of Higher Education in Addiction Studies (distance learning)

Thank you very much for your report for the year 2010/2011.

As External Examiner, we have found you entirely helpful, supportive and constructive in your comments and we have all benefitted from your suggestions and issues raised. We are all very grateful. We are aware that this workload is additional to your own and thank you for taking the time for this.

We are grateful to you for commending us on our work. We continually update the contents and delivery of our courses and have taken on board suggestions and ideas as we endeavour to maintain high academic standards.

It has been and continues to be a great pleasure working with you and we are most grateful for your contribution, good feedback and for meeting the demanding time scales.

Yours sincerely

Head of Training
Leeds Addiction Unit

Head of School
School of Healthcare