

The University of Leeds

EXTERNAL EXAMINER'S REPORT

ACADEMIC YEAR: 2015– 2016

Part A: General Information

Subject area and awards being examined

Faculty / School of:	Academic Unit of Psychiatry and Behavioural Sciences
Subject(s):	Addiction Studies
Programme(s) / Module(s):	
Awards (e.g. BA/BSc/MSc etc):	CertHe; DipHe and BHSc (Certificate; Diploma and Bachelors – distance learning) in Addiction Studies and Free standing

Name and home Institution / affiliation of Examiner

Completed report

The completed report should be attached to an e-mail and sent as soon as possible, and no later than six weeks after the relevant meeting of the Board of Examiners, to exexadmin@leeds.ac.uk.

Alternatively you can post your report to: **Head of Quality Assurance**
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?

N/A

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

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 structure and content of the three programmes that I have examined are commensurate with the levels of the awards. The standards were appropriate for the awards.

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.*

There are very limited numbers of similar distance learning courses in addiction across the country. The Leeds courses are to my knowledge certainly comparable to other similar courses and benefits from the years of extensive expertise and experience in addiction theory and practice within the course team. The contents covered are highly relevant and important for those in the field.

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.*

The main elements used for assessment for the programmes include submitted written assignments and a research presentation. These methods were appropriate for the distance learning and examined the skills and knowledge from candidates.

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.*

Yes, the students are given ample opportunities to develop their skills in line with the stated learning objectives. The feedback for the submitted work is carefully and thoughtfully prepared and very thorough and helpful. This is an important part of the learning process for students.

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

N/A

6. Please comment on 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.

Modules remain similar in content and are adequate for programmes and modules.

7. Please comment on 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 course materials are clearly presented in manuals and underpinned by current research evidence in the field. The materials are engaging for the students.

8. Where the programme forms part of an Integrated PhD, please comment on the appropriateness of the programme as training for a PhD

For Examiners involved in mentoring arrangements

9. If you have acted as a mentor to a new External Examiner or have received mentor support please comment here on the arrangements

N/A

The Examination/Assessment Process

10. 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.

Yes, the guidance was adequate and sufficient.

11. 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, marking criteria?

The coherence of the policies and procedures relating to External Examiners and whether they match the explicit roles they are asked to perform.

Yes, I received all the relevant materials promptly and in timely fashion.

12. Were you provided with all draft examination papers/assessments? Was the nature and level of the questions appropriate? If not, were suitable arrangements made to consider your comments?

I was provided with assessment questions and given ample opportunity to comment on these. When I made comments/suggestions these were readily incorporated.

13. Was sufficient assessed / examined work made available to enable you to have confidence in your evaluation of the standard of student work? Were the scripts clearly marked/annotated?

Yes, I saw a range of examined work including good passes, borderline and failed work. As I mentioned above, the feedback from the tutors is very thoughtful and helpful for the students.

14. Was the choice of subjects for dissertations appropriate? Was the method and standard of assessment appropriate?

N/A

15. Were the administrative arrangements satisfactory for the whole process, including the operation of the Board of Examiners? Were you able to attend the meeting? Were you satisfied with the recommendations of the Board?

The administrative arrangements were adequate for the whole process. I was satisfied with the recommendations from the Board.

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

Yes, in my view these were dealt appropriately.

Other comments

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

School of Medicine
Faculty of Medicine and Health
Worsley Building
Clarendon Way
Leeds
LS2 9NL
T: 0113
F: 0113



UNIVERSITY OF LEEDS

13 December 2016

Dear

External Examiner's report for Addiction Studies 2015-16

As the School of Medicine's Director of Classified Undergraduate Studies, I receive all the External Examiners' reports for the subjects offered at undergraduate level leading to the award of classified degrees, certificates and diplomas. First, let me thank you for assembling the 2015-16 report for the programmes in Addiction Studies.

I note that there were no urgent matters for attention. You comment that the content of the programme is commensurate with the levels of the awards and are comparable to other similar courses.

Programme Leader's response

I have enclosed with this letter a response assembled by Programme Leader. confirms, with gratitude the support and helpful comments that you have provided throughout the academic year.

Good practice

You note that the programme is informed by considerable expertise and experience in addiction theory and practice and is underpinned by current research evidence in the field. I was pleased to hear of the careful and thoughtful feedback provided by the programme team on students' work.

Thank you so much for your positive report as External Examiner. Your contributions to the Addiction Studies programmes are much valued.

Yours sincerely

Enc: 1 December 2016

Director of Classified Undergraduate Studies



**Leeds Addiction Unit
Training & Research Department**
The Coach House
19 Springfield Mount
Leeds LS2 9NG

+44 (0)113

1au@leeds.ac.uk

Thursday 1 December 2016

Dear

Re: External Examiner's Report 2015-16 for the BSc(Hons) in Addiction Studies, Graduate Diploma in Addiction Studies and Cert HE Community Treatment of Substance Misuse

Thank you very much for your report for the year 2015-16.

We are grateful for the support that you have given us during your term as External Examiner and for the helpful comments you made throughout the year. We are aware that this workload is additional to your own and thank you for taking the time for this.

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

It has been a pleasure working with you and we are grateful for your contribution, good feedback and for meeting the demanding time scales. We look forward to working with you during the coming year.

Yours sincerely

Head of Training
Leeds Addiction Unit

The University of Leeds

EXTERNAL EXAMINER'S REPORT

ACADEMIC YEAR: 2015– 2016

Part A: General Information

Subject area and awards being examined

Faculty / School of:	School of Medicine
Subject(s):	
Programme(s) / Module(s):	CertHE Community Treatment of Substance Misuse CertHE/DipHE/BHSc/GradDip Addiction Studies
Awards (e.g. BA/BSc/MSc etc):	

Name and home Institution / affiliation of Examiner

Completed report

The completed report should be attached to an e-mail and sent as soon as possible, and no later than six weeks after the relevant meeting of the Board of Examiners, to exexadmin@leeds.ac.uk.

Alternatively you can post your report to: **Head of Quality Assurance**
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

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 programme aims and intended learning outcomes were commensurate with the level of award.
I had access to to module structure and content. Standards were appropriate for the awards given

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.

Yes

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.*

The assessment methods enabled a broad assessment of skills and experience of candidates and were appropriate to the content and standards

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.*

There was a fair range of academic standards demonstrated by the students.

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

There were assignments of video of clinical encounters with self critique in some modules.

6. Please comment on 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.

There was a contraction in number of courses offered, in order to continue to provide a high standard of training and education

7. Please comment on 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.

All of the taught content is driven by current research

8. Where the programme forms part of an Integrated PhD, please comment on the appropriateness of the programme as training for a PhD

N/A

For Examiners involved in mentoring arrangements

9. If you have acted as a mentor to a new External Examiner or have received mentor support please comment here on the arrangements

N/A

The Examination/Assessment Process

10. 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.

Yes, this was sufficient

- 11. 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, marking criteria?**
The coherence of the policies and procedures relating to External Examiners and whether they match the explicit roles they are asked to perform.

yes

- 12. Were you provided with all draft examination papers/assessments? Was the nature and level of the questions appropriate? If not, were suitable arrangements made to consider your comments?**

Yes, I made comment and this was taken into account

- 13. Was sufficient assessed / examined work made available to enable you to have confidence in your evaluation of the standard of student work? Were the scripts clearly marked/annotated?**

Yes

- 14. Was the choice of subjects for dissertations appropriate? Was the method and standard of assessment appropriate?**

Yes

- 15. Were the administrative arrangements satisfactory for the whole process, including the operation of the Board of Examiners? Were you able to attend the meeting? Were you satisfied with the recommendations of the Board?**

This was satisfactory. I was unable to attend the meeting.

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

yes

Other comments

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

School of Medicine
Faculty of Medicine and Health
Worsley Building
Clarendon Way
Leeds
LS2 9NL
T: 0113
F: 0113



UNIVERSITY OF LEEDS

5 January 2017

Dear

External Examiner's report for Addiction Studies 2015-16

As the School of Medicine's Director of Classified Undergraduate Studies, I receive all the External Examiners' reports for the subjects offered at undergraduate level leading to the award of classified degrees, certificates and diplomas. First, let me thank you for assembling the 2015-16 report for the programmes in Addiction Studies.

I note that there were no urgent matters for attention. You comment that the programme aims and intended learning outcomes were commensurate with the relevant awards.

Programme Leader's response

I have enclosed with this letter a response assembled by _____ Programme Leader.
confirms, with gratitude your helpful comments throughout the year.

Good practice

You note that that all of the programme content is driven by current research. I was pleased to hear of the use of video assignments of clinical encounters including aspects of self-reflection.

Thank you so much for your positive report as External Examiner. Your contributions to the Addiction Studies programmes are much valued.

Yours sincerely

Dr Paul D Baxter

Enc: 5th January 2017

Director of Classified Undergraduate Studies



**Leeds Addiction Unit
Training & Research Department**
The Coach House
19 Springfield Mount
Leeds LS2 9NG

+44 (0)113

1au@leeds.ac.uk

Thursday 5 January 2017

Dear

Re: External Examiner's Report 2015-16 for the BSc(Hons) in Addiction Studies, Graduate Diploma in Addiction Studies and Cert HE Community Treatment of Substance Misuse

Thank you very much for your report for the year 2015-16.

We are grateful for the support that you have given us during your term as External Examiner and for the helpful comments you made throughout the year. We are aware that this workload is additional to your own and thank you for taking the time for this.

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

It has been a pleasure working with you and we are grateful for your contribution, good feedback and for meeting the demanding time scales. We look forward to working with you during the coming year.

Yours sincerely

Head of Training
Leeds Addiction Unit