

# The University of Leeds

## EXTERNAL EXAMINER'S REPORT

ACADEMIC YEAR: 2016-17

### Part A: General Information

#### Subject area and awards being examined

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

### 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. There are very limited numbers of similar distance learning courses in addiction across the country and the above courses continue to provide a valuable contribution to enhance the working standards in the field.

#### Enhancements made from the previous year

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 identified

#### For Examiners in the first year of appointment

N/A

1.	Were you provided with an External Examiners Handbook?	Y / N
2.	Were you provided with copies of previous relevant External Examiners' reports and the response of the School to these?	Y / N
3.	Were you provided with a External Examiner Mentor?	Y / N

#### For Examiners completing their term of appointment

N/A

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 a 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.

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 working in the field.

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 course materials are clearly presented in manuals and underpinned by latest current research evidence in the addictions field. Students also undertake a research presentation.

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:

15.	Does the programme include clinical practice components?	Y/N
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Please comment on the learning and assessment of practice components of the curriculum here:

Practice components are part of the training. These usually involve delivering interventions to people with addiction problems and are assessed through evidence in the way of assessed recordings of practice.

16.	Is the programme accredited by a Professional or Statutory Regulatory Body (PSRB)?	N
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Please comment on the value of, and the programme's ability to meet, PSRB requirements here:

Not accredited

## Assessment and Feedback

17.	Does the programme design clearly align intended learning outcomes with assessment?	Y
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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 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.		
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 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.</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>		

### The Progression and Awards Process

20.	Were you provided with guidance relating to the External Examiners 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?  I was not able to attend in person but was available via telephone.	Y / N
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**

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

Title and Name of Responder:

Position\*:

Faculty / School of:

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) should be attached to an e-mail and sent to the Pro-Dean for Student Education in the relevant Faculty. Following approval by the Pro-Dean for Student Education, the School must send the response (including the full original report) 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**

We thank \_\_\_\_\_ for \_\_\_\_\_ kind words.

**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:*

It is pleasing to note that the programmes compare favourably to those elsewhere and are perceived as highly relevant to those working in the field.

## 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:*

We were pleased to receive commendation for careful and thoughtfully prepared student feedback.

## 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 comments required a response.

## Other comments

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

It is rewarding for the programme team to receive such a good report from their External Examiner.

We wish to convey our gratitude to \_\_\_\_\_ for undertaking this task. We are aware that this workload is additional to \_\_\_\_\_ own academic work and thank \_\_\_\_\_ for taking the time to contribute fully as examiner.

The programme team confirm that it continues to be a great pleasure working with \_\_\_\_\_ and that they are most grateful for his contribution and excellent feedback and for meeting the demanding time scales of the programme.

We look forward to continuing to work with \_\_\_\_\_ during the coming academic year.