

The University of Leeds
EXTERNAL EXAMINER'S REPORT
 ACADEMIC YEAR: 2016-17

Part A: General Information**Name and home Institution / affiliation of Examiner***Title and Name of Examiner:**Institution:**Address for communication:**Email:**Telephone:***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):*

Graduate Diploma 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.*

The courses were developed in line with latest research and best clinical practice

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

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

For Examiners completing their term of appointment

4.	Have you observed improvements in the programme(s) over the period of your appointment?	Y
5.	Has the school responded to comments and recommendations you have made?	Y
6.	Where recommendations have not been implemented, did the school provide clear reasons for this?	NA
7.	Have you acted as a External Examiner Mentor?	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

I am sorry to learn that the courses related to assessment and management of patients suffering substance misuse problems will no longer be provided. UK clinical services will suffer a depletion as a result

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

My overall impression is that the courses, teaching modes aims and intended learning outcomes were appropriate

13. **Is the influence of research on the curriculum and learning and teaching clear?** Y

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)

14. **Does the programme form part of an Integrated PhD?** N

Please comment on the appropriateness of the programme as training for a PhD:

15. **Does the programme include clinical practice components?** Y

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

Practice components assessed by DVD and written self appraisal/cases

16. **Is the programme accredited by a Professional or Statutory Regulatory Body (PSRB)?** Y

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**

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.

There was clear evidence that there was high quality teaching, appropriate to the ILOs, some students producing high levels of expertise and knowledge demonstrated in DVD and written assignments and unseen exam questions.

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**

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:

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

The Progression and Awards Process

20.	<i>Were you provided with guidance relating to the External Examiners role, powers and responsibilities in the examination process?</i>	Y
21.	<i>Was the progression and award guidance provided sufficient for you to act effectively as an External Examiner?</i>	Y
22.	<i>Did you receive appropriate programme documentation for your area(s) of responsibility?</i>	Y
23.	<i>Did you receive appropriate module documentation for your area(s) of responsibility?</i>	Y
24.	<i>Did you receive full details of marking criteria applicable to your area(s) of responsibility?</i>	Y
25.	<i>Were you provided with all draft examination papers/assessments?</i>	Y
26.	<i>Was the nature and level of the assessment questions appropriate?</i>	Y
27.	<i>Were suitable arrangements made to consider your comments on assessment questions?</i>	Y
28.	<i>Was sufficient assessed work made available to enable you to have confidence in your evaluation of the standard of student work?</i>	Y
29.	<i>Were the examination scripts clearly marked/annotated?</i>	Y
30.	<i>Was the choice of subjects for final year projects and/or dissertations appropriate?</i>	Y
31.	<i>Was the method and standard of assessment appropriate for the final year projects and/or dissertations?</i>	Y
32.	<i>Were the administrative arrangements satisfactory for the whole process, including the operation of the Progression and Awards Board?</i>	Y
33.	<i>Were you able to attend the Progression and Awards Board meeting?</i>	Y
34.	<i>Were you satisfied with the recommendations of the Progression and Awards Board?</i>	Y
35.	<i>Were you satisfied with the way decisions from the School Special Circumstances meeting were communicated to the Progression and Awards Board?</i>	Y

Please use this box to provide any additional comments you would like to make on the questions above:

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. 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:

It is unfortunately necessary that these programmes and modules are withdrawn due to sustainability concerns.

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:

No comments requiring a response.

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 high quality teaching.

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 requiring 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 positive report from the External Examiner.
We convey our gratitude to _____ for undertaking this task. We would also like to express our thanks to _____ for conscientiously complying with the demanding agenda of the programme team in terms of deadlines for feedback and related input in addition to _____ other clinical and academic work.
The programme team confirm it has been a great pleasure working with _____ and that they are most grateful for _____ contribution and excellent feedback. We wish _____ all the best for the future.