

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

PART A: GENERAL INFORMATION*Subject area and awards being examined:*

School of: Dental School Programme(s) / Module(s): 4th year BChD	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.

n/a

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.

n/a

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 ILOs, structure, content and standards are appropriate for 4th year BChD.

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.*

The programme compares very favourably with other dental schools in the British Isles and is consistent with the General Dental Council's required learning outcomes.

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;*

As in previous years, I was impressed by the rigour and diversity of the assessment methods. The OSCE is essential in identifying those students experiencing difficulties in the practical clinical components of the programme.

- *The quality of teaching, learning and assessment methods that may be indicated by student performance.*

Student performance indicated a high level of teaching, learning and assessment.

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 wide range in performance with some of the students performing extremely well and 5 obtaining an A grade. One student obtained an F grade and 5 obtained E grades. Three of the later students had already sat supplemental OSCEs and failed these and are required to sit a further supplemental OSCE (2 the dental OSCE and the other both the dental and human diseases OSCEs). Three students, who had otherwise passed, were required to submit revised clinical diaries. This range in performance is similar to that seen in this programme in other schools.

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

A report of the OSCE sat by these students has already been submitted in March of this year.

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.

There had not been much change since the previous year. However, the School is implementing comprehensive changes in the assessment matrix in the coming academic year.

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 students develop critical analysis skills in the 4th year and this is tested very effectively in the critical analysis component in the Summer Paper 2.

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.*

Yes

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.*

Yes

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

Yes - all papers and clinical diaries were made available to me and I attended the human disease OSCE.

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?**

The special circumstances committee met prior to the Examinations Board to address these issues.

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.

N/A

Other Comments

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



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5 December 2011

Dear

Thank you for your report on our 4th year examinations. Your input into the examinations process was invaluable and greatly appreciated and will, as ever, help towards improving our standards of examining.

Your detailed report on the Year 4 Human Disease OSCE was very helpful and we were very pleased that you found that this logistically complex examination was well executed and that you noted the new stations that had been added and the positive effect of this on the robustness of the examination. Your comments on the individual stations will be carefully considered.

We are pleased to see that you found our examinations and the performance of our students reflected high quality teaching, learning and assessment. As you are aware, this is the last time that the Year 4 exam process will take this form. Next year we will move to a system of modular assessment and we hope that you will be able to continue to provide such valuable input into the examinations process as we make this transition.

Once again, thank you very much for your comments. We look forward to seeing you again in the Summer.

Yours sincerely,

Dean/Director