

The University of Leeds
EXTERNAL EXAMINER'S REPORT
ACADEMIC YEAR: 2011– 2012

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

School of: Leeds Dental Institute	Subject(s):
Programme(s) / Module(s):	awards: (e.g. BA/BSc/MSc etc.)
Year 1	BChD / MChD, BSc
Induction	
Health and Health Promotion	
Introduction to the Oral Environment	
Oral Disease, Defence and Repair 1	
Anxiety and Pain Management	
Personal and Professional Development 1	
Clinical Practice 1	

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.

No

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?

Yes

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.*

In the context of year one of the parallel modular programmes examined, the learning outcomes were appropriate, laying the foundations for succeeding years.

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.*

In dentistry, outcomes for a registrable qualification are provided by the national regulator the General Dental Council. Learning outcomes examined in the modules under consideration were all comparable to those in use by other UK institutions teaching dentistry whose courses have been inspected and found sufficient by the General Dental Council. Pending access to the totality of the assessments through all the years of the complete programme, I am unable to comment as to whether the programmes as a whole address all of the regulator's stipulated outcomes. The overall quality of the candidates was high and confirmed that the programme operates to the highest national standard. .

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 dedication and teaching standard of the staff is very high as confirmed by the quality of the candidates during the assessments. The mixed modes of assessment used within modules, whilst providing a broad assessment of the candidates, has by necessity meant that there are a large number of separate assessment events. Marking these assessments in the highly rigorous manner that had obviously been carried out, is a very significant task in terms of staff time and effort. The use of single best answer/multiple choice style questions in modular assessments has also meant that relatively small numbers of these questions are deployed in each assessment. This makes psychometric analysis of the examination validity difficult. This limitation would seem to be inherent in the modular design.

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.*

The achievements of the students in written examinations of multiple formats are comparable in quality to the overall standard of similar programmes in other UK higher education institutions.

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

Clinical practice 1 module had been taught and assessed in a manner completely appropriate for a first year course laying the foundations for clinical practice.

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.

N/A first year of post

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 is innovative in pedagogic / educational terms. There is in most clinical courses only limited opportunity for students to undertake research. In the first year of these courses critical thinking and scholarship are clearly fostered by the curriculum design and manner of assessment..

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.*

The assessment processes were transparent, rigorous and fair at all times. I was given access to all relevant material.

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.*

All relevant documentation was available and staff were generous with their time in providing explanations.

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

Indubitably

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.

N/A

Other Comments

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

It is with pleasure that I am able to submit a report regarding the 2012 MCh.D/ BCh.D examination for Dentistry within the Leeds Dental Institute programme for the summer 2012 diet.

I was given excellent access to all the examination questions in good time prior to the examinations and, where appropriate my comments were taken into account. The conducts of the examinations were in line with current best practice in many UK dental schools.

The format and range of the assessment methods is a rigorous and comprehensive test of the programme learning outcomes.

The assessment processes were transparent, rigorous and fair at all times. The overall quality of the candidates was high and confirmed that the programme operates to the highest national standard. The achievements of the students in written examinations of multiple formats are comparable in quality to the overall standard of similar programmes in other UK higher education institutions.

The dedication and teaching standard of the staff is very high as confirmed by the quality of the candidates during the assessments.

I would like to again compliment the staff on the high standard of the administration associated with the assessments and the professional approach adopted at all times. The processes adopted for the collation of marks and the discussion of pass/fail candidates were transparent and gave the students sympathetic consideration. The suggestions of the External Examiners were considered, with the opportunity for full discussion of any points raised.

Leeds Dental Institute

University of Leeds
Clarendon Way
Leeds LS2 9LU



UNIVERSITY OF LEEDS

11 February 2013

Dear

Thank you for acting as External Examiner for Year 1 of the BChD/MChD, BSc programme at Leeds.

We are pleased that you consider the overall quality of the candidates to be high and that the programme operates to the highest national standard. Thank you for the comments about the dedication of the academic and support staff and the effort taken to mark multiple assignments in a fair and transparent manner.

You raise the issue of the use of only a few multiple choice questions on each module making it difficult to analyse the validity of the assessment psychometrically. We agree that this is the case, but feel that the use of these questions in addition to the short answer format questions enables us to assess both knowledge and understanding shown by candidates in a broad way.

Thank you for your feedback on the examinations and for your really helpful and positive comments. We look forward to your input again for the next academic session.

Yours sincerely,

Dean/Director