

**The University of Leeds**  
**EXTERNAL EXAMINER'S REPORT**  
**ACADEMIC YEAR: 2013- 2014**

**Part A: General Information****Subject area and awards being examined**

<i>Faculty / School of:</i>	School of Dentistry
<i>Subject(s):</i>	<i>Dentistry</i>
<i>Programme(s) / Module(s):</i>	Year 3 Illness and Wellbeing Undergraduate e Project Child Centred Dentistry Personal and Professional Development 3 Communication Skills Clinical Skills B Clinical Practice 3
<i>Awards (e.g. BA/BSc/MSc etc):</i>	BChD / MChD

**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](mailto: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*

*Nil*

**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, I was provided with the previous External Examiner's report and the relevant documentation.

**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

Not applicable

**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 aims and ILOs are appropriate for the stage of the course and the modules related to year 3 are set at the appropriate standard in relation to the level of the award.

**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 Year 3 programme at Leeds is comparable with similar programmes in other UK dental institutions, the course is well structured and the standard of education provided as well as the quality of the students relates well to the national benchmarks.

**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.

A wide range of methods are used to assess the students' knowledge, practical skills and clinical judgement. These methods are well structured and enable assessing the breadth as well as depth of learning in relation to ILOs. The variety of methods used enable a fair and thorough assessment. Although, organising, undertaking and marking these assessments is a huge task and requires staff dedicating considerable time and effort every time.

**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.

As stated earlier, the wide range of assessment enables a thorough assessment of the ILOs. The standard of the programme, and students as a cohort, is comparable to similar UK 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**

CSB and CP3 are composed of a wide range of assessment methods. I observed the OSCE (part of CP3) in May this year. As well as wide ranging, the exam was very well planned and executed. Overall the assessment of the clinical practice components in year3 are thorough and are fit for purpose.

**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.*

Not applicable

**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.*

Some elements in various modules require students to undertake research activity to complete the tasks. Examples are: the Undergraduate e Project, Reflective writing and reflective case reports. These activities take learning to a different and much higher level.

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

I received support from the more experienced External Examiner who provided valuable support where needed in reviewing Y3 exam components. The arrangements were excellent.

**The Examination/Assessment Process**

**9. 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.*

I was given access to all relevant material and all the necessary information were supplied.

**10. 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, all appropriate documentations were provided.

**11. 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, all of these were provided. The nature and level of questions were appropriate.  
I was given the opportunity to comment on these in advance.

**12. 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, all fine.

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

N/A.

**14. 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 arrangements were excellent. I did attend the meeting and was satisfied with the recommendations.

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

Yes, there were.

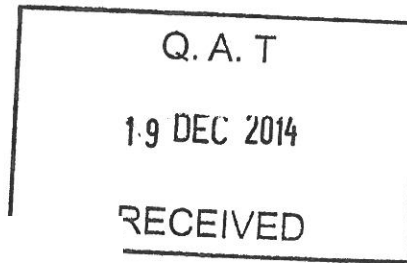
**Other comments**

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

No further comments

School of Dentistry

University of Leeds  
Clarendon Way  
Leeds LS2 9LU



**UNIVERSITY OF LEEDS**

15 December 2014

Dear

Thank you for your external examiner's report on the 2013-2014 Year 3 BChD and MChD assessments.

We are pleased that you have found that we use a wide range of methods to assess the students' knowledge, practical skills and clinical judgement and this variety of methods enables a fair and thorough assessment. We are also pleased that you felt that the breadth and depth were assessed. We note your comments of the time and effort required by staff to deliver these assessments. We are seeking to streamline our portfolio of assessment to reduce the impact on staff whilst maintaining the strengths of our assessments that you have highlighted.

We are as always grateful for the hard work of our External Examiners and for your input as we seek to develop our assessments. We have gone through significant change in recent years but hope that we can now take time to consolidate and refine our assessments and look forward to your future contribution to that process.

Yours sincerely,

**Dean of School**

## The University of Leeds

## EXTERNAL EXAMINER'S REPORT

ACADEMIC YEAR: 2013- 2014

**Part A: General Information****Subject area and awards being examined**

Faculty / School of:	School of Dentistry
Subject(s):	<i>Dentistry</i>
Programme(s) / Module(s):	Year 3 and 4 resit examination
Awards (e.g. BA/BSc/MSc etc):	BChD / MChD

**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](mailto:exexadmin@leeds.ac.uk).

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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*

Non

**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, I was provided with the previous External Examiner's report and all the relevant documentation.

**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*

Not applicable

## 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 aims and ILOs are appropriate for the stage of the course and the modules related to year 3 and 4 meet the appropriate standard in relation to the level of the award.

### 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 Year 3 and 4 programme at Leeds are comparable with similar programmes in other UK dental institutions and meet the expected standards.

### 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.*

A wide range of methods are used to assess the students' knowledge, practical skills and clinical judgement. These methods assess the breadth as well as depth of learning in relation to ILOs. The variety of methods used enable a fair and thorough assessment. Although, as commented at the previous report earlier this year, undertaking and marking these assessments are very onerous for staff and require considerable time and effort every time.

### 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

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

Overall the assessment of the clinical practice components are thorough and are fit for purpose.

### 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.*

Not applicable

### 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.*

Some elements in various modules require students to undertake research to be able to complete the tasks. These activities are more intellectually challenging and stimulate students' learning at a higher level.

## For Examiners involved in mentoring arrangements

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

I received support from the more experienced External Examiner who was working alongside me

## The Examination/Assessment Process

9. 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, they were indeed

10. 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, all appropriate documentations were provided

11. 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, all of these were provided. The nature and level of questions were appropriate.

12. 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, all the assessed work were made available and the marking was very clear.

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

N/A

14. Were the 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?

Everything was very well organised. I did attend the Examination Board meeting. The administrative arrangements and the operation of the Board were excellent.

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

Yes. The mitigating circumstances were discussed and the provided evidence were considered carefully.

## Other comments

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

**School of Dentistry**

University of Leeds  
Clarendon Way  
Leeds LS2 9LU



**UNIVERSITY OF LEEDS**

15 December 2014

Dear

Thank you for your external examiner report on the 2013-2014 resits for Years 3 BChD and MChD and Year 4 BChD assessments.

We are pleased that you have found that we use a wide range of methods to assess the students' knowledge, practical skills and clinical judgement and this variety of methods enable a fair and thorough assessment. We are pleased that you found no differences with the resit assessments compared with those held in the main sittings.

We are as always grateful for the hard work of our External Examiners and for your input as we seek to develop our assessments. We look forward to your future involvement in our assessments in the next academic year.

Yours sincerely,

**Dean of School**