

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:	Dentistry
Subject(s):	Dental Surgery / Oral Science
Programme(s) / Module(s):	MChD Year 2
Awards (e.g. BA/BSc/MSc etc):	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.

Alternatively you can post your report to: **Head of Quality Assurance**
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

There were no matters which, in my opinion, required urgent attention. The problem which I flagged up as "urgent" during the previous academic year, had been resolved largely by the introduction of standard setting for the papers in question. One knock-on effect of this was that some of the arithmetic involved in reaching the final marks was very complex (to me at least!) – but after having it explained to me by two of the Internal Examiners and having thought it through at the end of the first day of my visit, it all made sense – and indeed was a very positive change to the previous system.

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?

Not applicable

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 Generic Learning Outcomes as given in the Programme Handbook were entirely appropriate and the standard of performance in the examinations indicated that these were being achieved by the vast majority of the students.

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.*

As I mentioned last year, the overall content of the programme is similar to that in other institutions although there is considerable variation between institutions in how the different elements are spread across the five years. The programme at Leeds is in line with most modern thinking on how the different elements should relate to each other with considerable vertical and horizontal integration.

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 assessment methods are employed which is to be commended (indeed it is a model for others to copy).

Judging by the performance of the candidates in the assessments, the vast majority are achieving adequate levels of learning.

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 academic standards achieved by the students – as reflected in their assessments – were entirely compatible with students on similar programmes elsewhere.

It is difficult to identify strengths and weaknesses given that most of the students seemed to have performed reasonably similarly (and well) in most components of the examinations.

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

In the 2nd year of the MChD programme, the assessment of the clinical components is largely by written exams (including scenario-based ones) and clinical skills laboratory-based tests. Both of these seemed satisfactory.

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.

As I mentioned above (page 1 of the report), the main enhancement since the previous year was the introduction of Standard Setting in parts of the examination where it had not been present previously. This was commendable and importantly, brought the examinations in line with the guidelines of the General Dental Council.

Also as I mentioned above (paragraph 3), I believe the utilisation of such a wide variety of assessment tools, is very commendable and a practice which I (and others) would like to see adopted wherever possible in MChD or BDS programmes. Notable within that range of assessment methods is the critical appraisal skills (see paragraph 7 below) which again others would do well to consider adopting at some point(s) of MChD or BDS programmes.

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.

The critical appraisal skills programme in this year of the course is worthy of praise. In this exercise, students have to assess a relevant clinical research paper. I have little doubt that this must help to engender a research-informed approach to the students' learning.

8. Where the programme forms part of an Integrated PhD, please comment on the appropriateness of the programme as training for a PhD

Not Applicable

For Examiners involved in mentoring arrangements

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

Not applicable

The Examination/Assessment Process

10. 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 guidance material provided was sufficient.

11. 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.

The information I received was entirely appropriate. The only problem related to the complex arithmetic associate with the new marking scheme in some papers and as I have explained (see page 1 above) this was resolved for me with the help of the Internal Examiners.

12. 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?

I was provided with draft copies of all the degree examination papers in plenty of time and provided comments on all of these. From what I saw when I attended the School to scrutinise the exam scripts, all the significant comments I had made, had been acted upon.

13. 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?

I had access to all the exam scripts. The scripts were appropriately marked and having checked those covering a wide spectrum of marks, I am confident that these were appropriate.

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

Not applicable

15. 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 administrative arrangements were very satisfactory.

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

Absolutely - I have never seen a better process for this than the one which I witnessed (in a separate meeting immediately before the Board of Examiners). Indeed when I returned to my home institution I suggested that such a scheme (where those making the decisions have no idea of which students they are making the decisions about) would be one which we should consider adopting at the earliest opportunity.

Other comments

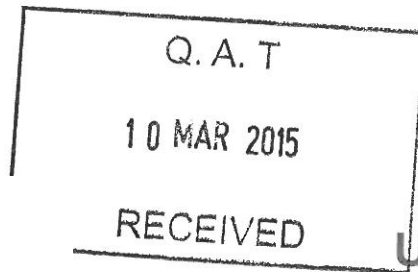
Please use this box if you wish to make any further comments not covered elsewhere on the form

I wish:

- (i) To thank all concerned in Leeds for facilitating my role as External Examiner both before and during my visit and for making my visit so interesting and enjoyable.
- (ii) To apologise for the late submission of this report.

School of Dentistry

University of Leeds
Clarendon Way
Leeds LS2 9LU



UNIVERSITY OF LEEDS

4 March 2015

Dear

Thank you for acting as External Examiner for Year 2 of BChD/MChD BSc Programme in Leeds.
Thank you for your thorough report, with constructive feedback and comprehensive comments.

It is reassuring that you are satisfied with learning outcomes for Year 2, the overall content, a wide range of different assessment methods and the standard of performance of students across a diverse range of modules. It is encouraging that you are satisfied with the changes we made to address the issues you raised in previous years, particularly following the introduction of standard setting.

We are pleased that you have been well looked after throughout and that you are happy with the process and arrangements and are provided with all necessary documentations in a timely manner and support you need to undertake your assessments.

Once again, thank you very much for your feedback and comments and we look forward to working with you in the next academic year.

Yours sincerely,