

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:	Medicine and Dentistry
Subject(s):	<i>Dentistry</i>
Programme(s) / Module(s):	Human Disease
Awards (e.g. BA/BSc/MSc etc):	BChD

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 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

None

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?

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

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 objectives of the course are appropriate to the level of award in this course

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.*

Yes, the Aims and ILOs are appropriate when compared with the national curriculum and similar courses at other UK Dental Schools.

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 assessment is through a range of methods including OSCE, SBA and EMQ. The mixture of methods identifies different aspects of the student's performance for mapping to the examination blueprint.

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.*

Each individual student was given adequate opportunity to demonstrate their achievement and the year as a whole performed well. No specific areas of weakness were identified.

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 skills were assessed in an OSCE environment using bench skills and simulated patients. This was appropriate to the clinical level of the students and indicated appropriate attainment.

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.

The use of abdominal thrust trainers for assessment of medical emergency skills was novel and a very useful way to help with teaching and assessment.

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.

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

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 thank you.

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

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

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 scripts relevant to the exam were made available for the examiners to assess for all students

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

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?**

Yes – all arrangements were made in good time and communicated to me. I was unable to attend the board of examiners on this occasion, however the details were made available to me and I was satisfied with these.

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

This is considered by the exam board as a standing item

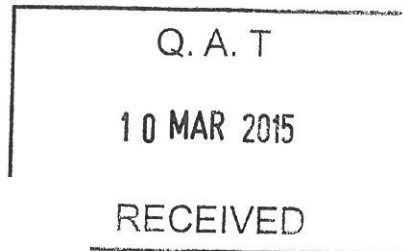
Other comments

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

Please convey my thanks to the Academic and Administrative staff at the Dental School who have made great efforts to provide the quality of assessment that the students experience in Leeds.

School of Dentistry

University of Leeds
Clarendon Way
Leeds LS2 9LU



UNIVERSITY OF LEEDS

5 March 2015

Dear

Thank you for continuing to act as External Examiner and your report on Human Disease in the BChD programme. We are pleased that you do not feel there are any matters for urgent attention and that you feel this examination is appropriate for the level of the award with no specific areas of weakness identified in this particular cohort.

You identified that assessment methods we employed were varied and this you agree was valuable to the student in that it more clearly identifies student abilities in the various skills required of this subject area. Thank you for pointing out that the use of abdominal thrust trainers is novel at Leeds, and you find this to be a valuable adjunct to the examination process.

We are reassured by the fact that all the assessment processes were completed and appropriate to the assessment.

Yours sincerely,

Dean