

The University of Leeds
EXTERNAL EXAMINER'S REPORT
ACADEMIC YEAR: 2014– 2015

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

Faculty / School of:	Leeds University Dental School
Subject(s):	<i>Dental Technology</i>
Programme(s) / Module(s):	Dental Technology Programme
Awards (e.g. BA/BSc/MSc etc):	Diploma in Higher Education

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

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?

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

I have examined the course programme over the last four years and have always found the course team and programme support officers very accommodating and supportive. The communication and hospitality received when visiting the university to look at students work has always been excellent. Over the 4 years the standard of work produced by students both practical and theoretical has always been completed to a very good standard and this reflects the quality of teaching provided by the course team. The range of assessment methods continues to be rigorous and transparent and designed to measure the standard which the students achieve. Development and enhancement to the course programme over my term of office has included the development of a 'twitter' account for students to access with regard to issues such as timetabling and general notice board information regarding the course programme. There has also been a remedial class implemented after hours for students in year one of the course who require extra support. The overall course programme design is excellent being centred in a University

Dental Teaching Hospital as this allows students the opportunity to integrate with other members of the dental team and also allows them to gain a better understanding of the clinical significance of the technical work they undertake. During my time as external examiner I have been able to speak with a number of students on the course, reports from these students were most favourable regarding their overall experience and I was able to feedback to the programme team their comments. This year will see a change in the course provision moving from the university to the NHS Trust, therefore, I feel it is important that the relationship developed over the years between the hospital and university continues to maintain the ethos of the 'team approach to learning' which is a necessary requirement in the standards set by the regulatory body. I wish the course team and the new programme all the very best for the future.

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 aims and intended learning outcomes are appropriate for the level of the award and meet the learning outcomes of the statutory body the General Dental Council.

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 standards of the programme are comparable with similar courses in other institutions that I am familiar with as an external examiner and are appropriate for the qualification and meet the QAA benchmark and the Framework for Higher Education Qualifications.

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 range of assessment methods were broad, rigorous and transparent and designed to measure the standard which the students had achieved. The marking criteria used is both clear and appropriate; arrangements were also in place for second independent marking. There was a wide range of work on view from the high mid and lower range both practical and written. Those who scored from the mid to the higher range produce work of a good standard which reflects the quality of teaching and support from the course team.

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.

In my opinion the standards of the programme and the attainment of the students are both in line with those in other institutions with which I am familiar with as an external examiner. There was a cross-section of students work on view from different year groups both written and practical of varying quality as would be expected.

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

N/A

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.

Over the year there has been excellent communication between the programme support officers, members of the course team and myself with regard to any queries I might have regarding exam questions and arrangements to visit the university to look at students work. This academic year I have visited the University on two occasions to look at students work, the range of work included practical, exam scripts, project work etc, and all necessary documentation made available for scrutiny was very well organised by the course team which made the whole process of assessment very transparent. It was also possible to speak to students on the course programme who were most complimentary about the course.

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.

As part of their final year, the students do undertake a project which requires some research work and this was generally done to a very good standard with some interesting topics this year.

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

N/A

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

As this was my final year as external examiner for the course programme I have been asked to mentor the new external examiner for the programme.

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 I received from the university with regard to my role 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.

I received the appropriate documentation in good time with regard to the programme structure.

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?

Draft examination papers were provided for each module. All exam papers were appropriate and set at the correct level. Contact with the course team members via the programme support officers occurred periodically throughout the year, and I was consulted on a regular basis regarding any comments/suggestions I might have with regard to examination questions.

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?

Over the year I have had the opportunity to visit the university twice during which time I have been able to view a cross section of student's work including (practical, written and project work) this included work of varying quality from the higher, mid and lower range. Those students who scored at the mid to higher end of the scale produced work of a very good standard and this was marked appropriately. Samples of exam papers were appropriate in number and representative of the range of modules and assessment types encountered by the students. All scripts were clearly marked and annotated with written feedback given to students where appropriate. I also had the opportunity to speak with a number of students and feedback their comments to the programme team.

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

Yes, all project work sampled was appropriate. Each project was discussed and marked collectively by all members of the course team.

- 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?**

I attended the Exam Board Meeting for the programme on Wednesday 24th June 2015. The board was conducted formally and fairly. The meeting was constructive in nature and I was satisfied with the recommendations made by the board.

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

Yes, a meeting was held (24/06/2015) to discuss those students with extenuating circumstances. Individual student issues were dealt with both sensitively and in an appropriate manner.

Other comments

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

It may be worth considering some form of feedback/response from the programme team regarding examiners reports. This is common practice at other institutes with provision being made on the report form for any issues to be addressed by the programme team.

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School of Dentistry

University of Leeds
Clarendon Way
Leeds LS2 9LU

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UNIVERSITY OF LEEDS

18 December 2015

Dear

Thank you for submitting your External Examiner's report for the Diploma in Dental Technology at the School of Dentistry.

The report has been considered by the Undergraduate Programme Management Committee and the School Taught Student Education Committee.

Your feedback and positive comments on the course design, assessment process and student performance is greatly valued. Your comment on the course being centred within the Dental School allowing all dental students to integrate and network is very important to the course. The positive comments you have made have been passed on to the staff and students involved within the programme.

Thank you for your last comment about providing feedback/response from the programme team regarding examiners report. The University's standard practice is to respond in writing and we hope that this provides sufficient feedback.

I would like to take the opportunity of thanking you for your contribution and support over the last 4 years for the Diploma in Dental Technology programme, which I am aware, has been time consuming.

I am very pleased you have agreed to mentor our new External Examiner, I

Yours sincerely,

Dean of the School of Dentistry