

**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:	School of Dentistry
Subject(s):	<i>Dentistry</i>
Programme(s) / Module(s):	Year 3 Illness and Wellbeing Undergraduate Project Child Centred Dentistry 1 Personal and Professional Development 3 Clinical Skills B Clinical Practice 3
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](mailto: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*

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?*

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*

NA

## 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 standards for Dental education are set by the national regulator (the GDC). The learning outcomes assessed in Year 3 modules are comparable with those of similar programmes in other UK dental institutions. The Leeds course has been approved as sufficient by the GDC following inspection.

**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 variety of assessment methods are used to examine the intended learning outcomes. The underlying processes in designing and execution of these assessments are robust and well-planned. The assessments are appropriate for examining the breadth and depth of students' learning relevant to their stage of training. The variety of methods used enable a fair and thorough assessment. However, as commented last year there are currently a large number of assessments taking place, organising, undertaking and marking of which is an enormous task for staff. Streamlining these assessments by reducing overlap between modules (or within the same module) would be helpful by reducing the workload for staff and pressure on students alike.

**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 in the previous report, the wide range of assessment methods enables a thorough assessment of the ILOs. The standard of the programme, and students as a cohort are comparable to other dental institutions in the UK.

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

There are clinical practice components in CSB and CP3. The learning and assessments currently used are appropriate for these components.

It was suggested this year that the Crown test in the CSB should be a standalone assessment. To ensure of students' competence prior to undertaking the assessed procedures clinically, this component should be purely a test of skills, not compensable by reflection.

**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 previously stated, streamlining the assessments would enhance the programme by reducing overlap and repeat in assessing LOs, allowing a more efficient use of staff time. However, within the current modular system there is little flexibility for revising the current assessment programme and this remains a challenge for staff undertaking the assessments.

**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 curriculum is informed and influenced by evidence obtained through research. Students are taught by research active staff. The UG project module require students to search and critically appraise research articles. These tasks encourage critical thinking which is crucial for research activity.

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

NA

## 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

NA

## 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.*

Yes, all the appropriate documentations and policies were provided and my role was clear. Staff welcomed questions and all my questions were answered. Any additional information requested was also supplied with no hesitation.

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.*

Yes, all the relevant documentations were made available. The administrative as well as teaching staff were very helpful. Their careful planning and the way they organised and displayed the documentation made it easier for me to perform my role as external examiner.

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?

Yes, all of these were provided. I am happy that the questions were set at appropriate level. I was given the opportunity to comment on the written exam questions in advance.

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?

Yes all the relevant paperwork were made available. The assessment processes and documentation were totally transparent and I was able to evaluate the standard of students work.

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

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

Yes, I was satisfied that due consideration was given to the circumstances and the presented evidence.

## 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

T  
E



UNIVERSITY OF LEEDS

18 December 2015

Dear

Thank you very much for your External Examiner report for the 2014/15 academic session which refers to Year 3 of the MChD/ BChD programme.

We were very pleased that you indicated that the aims and learning outcomes as well as the assessment scheme of the programme were felt to be appropriate. We acknowledge your comments with regard to the large number of assessments taking place throughout the year and the constraints of the modular structure within which these assessments are designed to fit. We share your concerns and have made efforts over the past year to begin to address these. The Undergraduate Projects module, for example, has been modified to reduce the number of assessment components which take place across the year. There is scope to rationalise these even further. In addition, the PPD3 module was merged with the previously run Communication Skills module which again has resulted in a reduction in the assessment load. A continuation of this development is work to ensure coherence in the teaching of psychology across the programme to reduce the potential for repetition.

Thank you for your comments with regard to the CSB crowns test. Of particular importance is the need to objectively assess students' clinical skills prior to them being able to put these into practice on patient clinics. This assessment is partly addressed in the summative CSB crowns test to which you refer. Of concern was the potential for partial compensation of clinical skills with reflective type skills. We feel it is important to include reflective skills in the assessment process as this is an important aspect of clinical ability and also a General Dental Council requirement. In order to ensure students achieve the required clinical skills, students must, in addition to the summative crowns test, pass the progressional requirements of the module. These require students to achieve at least a 'satisfactory' grade for all clinical practical elements of the module. Students are not able to progress to pass the module without this requirement having been achieved. Extra clinical skills sessions are run to allow students to repeat these progressional assessments until a 'satisfactory' level has been achieved. In this way the current system meets the General Dental Council requirement that students are assessed as competent to be able to move onto applying these skills on patient clinics. We acknowledge that the assessment scheme for the CSB module needs further development and this has been an ongoing topic of discussion for a number of years. We will look at this again in light of your comments.

We are very grateful for your time and involvement in our programme again this year and we look forward to seeing you again in the next academic session.

Yours sincerely,

**Dean of the School of Dentistry**