

# The University of Leeds

## EXTERNAL EXAMINER'S REPORT

ACADEMIC YEAR: 2015– 2016

### Part A: General Information

#### Subject area and awards being examined

Faculty / School of:	School of Dentistry Dentistry Year 3 MChD
Subject(s):	
Programme(s) / Module(s):	Illness and Wellbeing Undergraduate Project Child Centred Dentistry Personal and Professional Development 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*

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 for 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.*

Yes, the standards of the course at Leeds Dental Institute have been approved as satisfactory by the national regulator the General Dental Council. The learning outcomes assessed in Year 3 modules are comparable with those of similar programmes in other UK dental institutions.

### 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 employed to examine the learning outcomes, as appropriate for each module in Y3 at Leeds. The academic staff have invested a phenomenal amount of time and effort in designing and planning of these assessments. The assessments are in line with the principles of modern education in that they are linked with LOs from the outset and that standard setting and marking criteria ensure consistency and clarity when grading the students. Double marking the assessments further ensures consistency and fairness. Statistical analysis of the examination results provide valuable detailed information which helps maintain the quality over long term. The assessments are thorough and well designed to ensure they test the breadth and depth of students' learning. Student performance at the assessment reflect the expected quality of teaching, learning and assessment methods.

### 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

Clinical practice components for Year 3 are included in CSB and CP3 modules. The learning and assessment methods are appropriate for these components.

### 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.*

Last year I commented that streamlining the assessments by reducing overlap and repeat would be a desirable step to take.

I was pleased to see efforts have been made to address this; the undergraduate projects module has been modified to reduce the number of assessment components and the PPD3 module has merged with the Communication Skills module resulting in the reduction of assessment burden for both staff and students.

I believe there is scope to rationalise this further and reduce the potential for repetition.

### 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 driven by evidence. Students are taught by research active staff. Some modules (ie, Undergraduate projects) require students to search the literature and apply own reflection and critical thinking.

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

I received mentor support in the first year which I found very useful

#### 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 External examiner Handbook was sent to me well in advance of my attendance and I was given access to all the relevant material on the day. The administration and academic staff were very helpful and efficient in providing all necessary information and answering my questions.

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.*

All the appropriate documentations were provided.

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 the exam scripts, marking sheets and the results spread sheet were provided. The nature and level of questions were appropriate. I was given the opportunity to comment on the Y3 examination papers in advance of the exams taking place.

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?

All of the papers work was made available for me to access. All documentations were clear and transparent.

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 excellent. I did attend the Exam Board meeting and was satisfied with the recommendations.

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

Yes, there was as in previous years. This meeting was attended by two of my fellow External Examiners this time.

**Other comments**

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

No further comments

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Quality Assurance Team

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18 October 2016

Dear

Thank you very much for your External Examiner's report for the 2015/16 academic session, which refers to Year 3 of the MChD programme.

We were pleased with your comments in relation to the range and type of assessments used across the year and that you feel these test both breadth and depth of students' learning.

As you have said there is scope to streamline modular assessments further and a review of the MChD programme is currently underway with this as one of its main objectives.

The quality assurance of all assessments is of high importance to the School and again we are pleased that you have specifically commented on the standard setting and marking arrangements that are used now as a matter of routine.

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**