

**The University of Leeds**  
**EXTERNAL EXAMINER'S REPORT**

ACADEMIC YEAR: 2016-17

**Part A: General Information**

**Subject area and awards being examined**

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

**Part B: Comments for the Institution on the Examination Process and Standards**

**Points of innovation and/or good practice**

*Please highlight areas of innovation or good practice within the programmes or processes you have been involved with in this box.*

**Enhancements made from the previous year**

*Please highlight any enhancements made to the programme(s) or processes over the past year in this box.*

**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*  
I have no urgent matters to rise

**For Examiners in the first year of appointment**

1.	Were you provided with an External Examiners Handbook?	Y/N
2.	Were you provided with copies of previous relevant External Examiners' reports and the response of the School to these?	Y/ N
3.	Were you provided with a External Examiner Mentor?	Y/N

**For Examiners completing their term of appointment**

4.	Have you observed improvements in the programme(s) over the period of your appointment?	Y / N
5.	Has the school responded to comments and recommendations you have made?	Y / N
6.	Where recommendations have not been implemented, did the school provide clear reasons for this?	Y / N
7.	Have you acted as a External Examiner Mentor?	Y /N

*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

8.	Is the overall programme structure coherent and appropriate for the level of study?	Y
9.	Does the programme structure allow the programme aims and intended learning outcomes to be met?	Y
10.	Are the programme aims and intended learning outcomes commensurate with the level of award?	Y
11.	Did the Aims and ILOs meet the expectations of the national subject benchmark (where relevant)?	Y
12.	Is the programme(s) comparable with similar programmes at other institutions?	Y
<i>Please use this box to explain your overall impression of the programme structure, design, aims and intended learning outcomes.</i>		
13.	Is the influence of research on the curriculum and learning and teaching clear?	Y / N
<i>Please explain how this is/could be achieved (examples might include: curriculum design informed by current research in the subject; practice informed by research; students undertaking research)</i>		
14.	Does the programme form part of an Integrated PhD?	N
<i>Please comment on the appropriateness of the programme as training for a PhD:</i>		
15.	Does the programme include clinical practice components?	N
<i>Please comment on the learning and assessment of practice components of the curriculum here:</i>		
16.	Is the programme accredited by a Professional or Statutory Regulatory Body (PSRB)?	Y
<i>The GDC set learning outcomes that a individual needs to have met before they can apply to register with them. In my opinion, the program at Leeds more than meets these required learning outcomes.</i>		

## Assessment and Feedback

17.	Does the programme design clearly align intended learning outcomes with assessment?	Y
<i>There is a range of assessments used to check that the students have met the learning outcomes for the various modules. The variety of assessments across the programme enables students to demonstrate their learning is at the appropriate level</i>		
18.	Is the design and structure of the assessment methods appropriate to the level of award?	Y
19.	Were students given adequate opportunity to demonstrate their achievement of the programme aims and intended learning outcomes?	Y
<i>The GDC expects that the students are safe beginners once they graduate and the students are given plenty of opportunities to show that they have not only the practical abilities and spatial awareness but sufficient basic knowledge creating the building blocks which they can use to extend their career paths once graduated. This is in line with other dental technician training within the UK.</i>		
<i>Please use this box to provide any additional comments you would like to make in relation to assessment and feedback:</i>		

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### The Progression and Awards Process

20.	Were you provided with guidance relating to the External Examiners role, powers and responsibilities in the examination process?	Y
21.	Was the progression and award guidance provided sufficient for you to act effectively as an External Examiner?	Y
22.	Did you receive appropriate programme documentation for your area(s) of responsibility?	Y
23.	Did you receive appropriate module documentation for your area(s) of responsibility?	Y
24.	Did you receive full details of marking criteria applicable to your area(s) of responsibility?	Y
25.	Were you provided with all draft examination papers/assessments?	Y
26.	Was the nature and level of the assessment questions appropriate?	Y
27.	Were suitable arrangements made to consider your comments on assessment questions?	Y
28.	Was sufficient assessed work made available to enable you to have confidence in your evaluation of the standard of student work?	Y
29.	Were the examination scripts clearly marked/annotated?	Y
30.	Was the choice of subjects for final year projects and/or dissertations appropriate?	Y
31.	Was the method and standard of assessment appropriate for the final year projects and/or dissertations?	Y
32.	Were the administrative arrangements satisfactory for the whole process, including the operation of the Progression and Awards Board?	Y
33.	Were you able to attend the Progression and Awards Board meeting?	Y
34.	Were you satisfied with the recommendations of the Progression and Awards Board?	Y
35.	Were you satisfied with the way decisions from the School Special Circumstances meeting were communicated to the Progression and Awards Board?	Y

*Please use this box to provide any additional comments you would like to make on the questions above:*  
Overall progression and awards process was clear and straightforward. I have no problem with it however I would like to comment on :-

**Point 27**

Although mechanism was in place for me to make comments on the draft examination papers that were sent to me, it appears that none of the suggestions made were implemented. I was given no feedback on why this was the case. Though this could be due to staff absence which meant that there was a very tight turn round from the draft examination paper being sent to me and the sitting of the exam.

I understand that the staff were understandably busy teaching and supporting the students and that this took priority.

**Point 29**

The examination marks were tallied on separate sheet rather than on the examination script itself. This at times made it difficult to see where the marks were awarded especially with the long answer questions. When I queried this last year I was informed last year that marking the scripts themselves was against Leeds University policy.

### Other comments

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

This academic year the teaching team on this programme was substantially reduced after Christmas due to an unexpected staff absence. The remaining teaching team did a fantastic job of ensuring that the teaching and learning for the current cohort of students was not affected, as displayed by the student achievement this year. There were some outstanding pieces of work which rightly were rewarded with equally outstanding marks.

I must make special comment on the range and quality of the specialists projects undertaken by final year students this year. It is not just that the standard of the projects was on the whole excellent but that the staff had instilled into the students a level of confidence which enabled the students to undertake aspects of work they had not covered as part of the programmes syllabus. This could have meant that the topic areas covered caused students to over reach and fail, but the students proved themselves to be more than capable. This reflects well upon the standard of over teaching on the programme. The confidence that this cohort of students has will mean that they are more than ready to move on to the next stage of their lives and can only be of great benefit to them. This is especially notable as the small teaching team was missing an important member when the students undertook the preparation and completion of this work. This stands the programme in good stead during the final year ( next year) when this key member of staff will retire. The teaching team must be commended on their hard work this year and their commitment to ensuring that the students received the support they required during their studies.

## Part C: School Response to External Examiner Report

### Name of School and Head of School (or nominee)

Title and Name of Responder:

Position\*:

Faculty / School of:

Address for communication:

Email:

Telephone:

Head of School
<i>Faculty of Medicine and Health / School of Dentistry</i>
Level 6, Worsley Building, Clarendon Way, Leeds, LS2 9LU

\*If the individual responding to the report is not the Head of School please state their position within the School.

### Completing the School response

The completed School response (including the full original report) should be attached to an e-mail and sent to the Pro-Dean for Student Education in the relevant Faculty. Following approval by the Pro-Dean for Student Education, the School must send the response (including the full original report) directly to the External Examiner. A copy must also be emailed to the Quality Assurance Team at [gat@leeds.ac.uk](mailto:gat@leeds.ac.uk). External Examiners should receive a formal response no later than six weeks after receipt of the original report.

#### Response to Points of innovation and/or good practice

The team wish to send the external examiner our thanks for the comments on the increase in student confidence shown in their work.

#### Response to Enhancements made from the previous year

The team are thankful for the recognition given by the external to the hard work during the last year and the positive comments on the improvements in the standards achieved by the students and the increase in confidence made by the students

#### Response to Matters for Urgent Attention

If any areas have been identified for urgent attention before the programme is offered again please provide a specific response to them here:

none

#### Response to questions 1-7 (and related comments)

Schools may provide a general response; however, where Examiners raise specific points these must be addressed individually:

Positive response

### Standards

#### Response to questions 8 to 16 (and related comments)

Schools may provide a general response; however, where Examiners raise specific points these must be addressed individually:

Positive response

### Assessment and Feedback

#### Response to questions 17 to 19 (and related comments)

Schools may provide a general response; however, where Examiners raise specific points these must be addressed individually:

Positive response

## The Progression and Awards Process

### **Response to questions 20-35 (and related comments)**

*Schools may provide a general response; however, where Examiners raise specific points these must be addressed individually:*

The suggestions made by the external regarding the exams were considered and changed where it was felt by the examination team would help the students' understanding, and that comply with the UOL policy. They apologise to the external examiner, if they felt that they had disregarded their comments made on the examination, all comments were given due consideration. It is the policy from the School of Dentistry not to mark examination scripts, as the external examiner correctly mentioned in the report and marks recorded on a separate sheet.

## Other comments

### **Response to items included in the 'Other Comments' section of the report**

The comment about the high level of achievement in the specialist project by the final year was very much appreciated by the staff. The staff wish to thank the external examiner for the positive comments on the increase in confidence shown by the students. The recognition of the 'fantastic' job the team did ensuring the students were not affected by the unfortunate absence and the outstanding pieces of work achieved by the students was much appreciated. We would like to give the external examiner our assurances that the students will not be compromised in their final year by the retirement of a member of staff. The remaining staff are as was mentioned in the report very accomplished and they will work very hard to ensure everything progresses as it always has. The retiring staff member would like to thank the external for their help over their term as external examiner. Their input has been invaluable.