

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:	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

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.

- Transparency and clear presentation of the assessed components to the External Examiner.
- Robustness of the processes underpinning the assessments/ examinations (standards setting, moderation of the marks, psychometric analysis of the exams).
- High quality assessments to measure students' breadth and depth of knowledge as well as their skills relevant to clinical practice.
- The OSCE which is one of the assessment components in Y3 is extremely well organised and executed.

Enhancements made from the previous year

The school continues to organise and undertake high quality assessments at appropriate level for the stage of the course.

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

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?	Yes
5.	Has the school responded to comments and recommendations you have made?	Yes
6.	Where recommendations have not been implemented, did the school provide clear reasons for this?	Yes
7.	Have you acted as a External Examiner Mentor?	No

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

As commented in the previous years, the assessments for Y3 at Leeds, are at appropriate level and comparable with that of Y3 dental undergraduate in other school in the UK. I have been impressed over the period of my appointment with the quality and robustness of the examinations and the effort staff invest in designing and performing these assessments. The assessments are linked with intended learning outcomes, the standard setting process ensures the passing candidates possess the expected level of competence and the clarity of the marking rubric enables a fair and consist approach in marking.

My main comment early on in my appointment as External Examiner at Leeds was the need for streamlining the assessments by reducing overlap and repeat within and between modules.

Over the period of my appointment, the School has taken steps to address this point which I have highlighted more specifically in my previous reports.

In summary the Y3 assessments are appropriate, robust and of a high quality.

Standards

8.	Is the overall programme structure coherent and appropriate for the level of study?	Yes
9.	Does the programme structure allow the programme aims and intended learning outcomes to be met?	Yes
10.	Are the programme aims and intended learning outcomes commensurate with the level of award?	Yes
11.	Did the Aims and ILOs meet the expectations of the national subject benchmark (where relevant)?	Yes
12.	Is the programme(s) comparable with similar programmes at other institutions?	Yes

Please use this box to explain your overall impression of the programme structure, design, aims and intended learning outcomes.

Please see comments in section7

13.	Is the influence of research on the curriculum and learning and teaching clear?	Yes
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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)

The teaching contents are informed and driven by current evidence. Students are taught by research active staff. Some modules (ie, Undergraduate projects) require students to search the literature. Overall, the assessments encourage reflective and critical thinking.

14.	Does the programme form part of an Integrated PhD?	No
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Please comment on the appropriateness of the programme as training for a PhD:

15.	Does the programme include clinical practice components?	Yes
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Please comment on the learning and assessment of practice components of the curriculum here:

The modules relevant to/ containing clinical practice are learned in appropriate settings, and longitudinally in Y3. There are continuous and progressional assessments relevant to these modules. Furthermore there is OSCE, crown test and case reports as cross sectional assessments in Y3, relevant to the clinical component of the course. Feedback provided to students is an important part in facilitating their learning.

16.	Is the programme accredited by a Professional or Statutory Regulatory Body (PSRB)?	Yes
<p><i>Please comment on the value of, and the programme's ability to meet, PSRB requirements here:</i></p> <p>The General Dental Council inspects all dental UG programmes periodically for quality assurance and the Leeds school was approved by GDC in their previous inspection.</p>		

Assessment and Feedback

17.	Does the programme design clearly align intended learning outcomes with assessment?	Yes
<p><i>Please comment on the assessment methods and the appropriateness of these to the ILOs, in particular: 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.</i></p> <p>Please refer to section 7</p>		
18.	Is the design and structure of the assessment methods appropriate to the level of award?	Yes
19.	Were students given adequate opportunity to demonstrate their achievement of the programme aims and intended learning outcomes?	Y / N
<p><i>Please comment on 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:</i></p> <p>The standard of the programme, and students as a cohort are comparable to other UG dental institutions in the UK.</p>		
<p><i>Please use this box to provide any additional comments you would like to make in relation to assessment and feedback:</i></p>		

The Progression and Awards Process

20.	Were you provided with guidance relating to the External Examiners role, powers and responsibilities in the examination process?	Yes
21.	Was the progression and award guidance provided sufficient for you to act effectively as an External Examiner?	Yes
22.	Did you receive appropriate programme documentation for your area(s) of responsibility?	Yes
23.	Did you receive appropriate module documentation for your area(s) of responsibility?	Yes
24.	Did you receive full details of marking criteria applicable to your area(s) of responsibility?	Yes
25.	Were you provided with all draft examination papers/assessments?	Yes
26.	Was the nature and level of the assessment questions appropriate?	Yes
27.	Were suitable arrangements made to consider your comments on assessment questions?	Yes
28.	Was sufficient assessed work made available to enable you to have confidence in your evaluation of the standard of student work?	Yes
29.	Were the examination scripts clearly marked/annotated?	Yes
30.	Was the choice of subjects for final year projects and/or dissertations appropriate?	Not applicable

31.	Was the method and standard of assessment appropriate for the final year projects and/or dissertations?	Not applicable
32.	Were the administrative arrangements satisfactory for the whole process, including the operation of the Progression and Awards Board?	Yes
33.	Were you able to attend the Progression and Awards Board meeting?	Yes
34.	Were you satisfied with the recommendations of the Progression and Awards Board?	Yes
35.	Were you satisfied with the way decisions from the School Special Circumstances meeting were communicated to the Progression and Awards Board?	Yes
<i>Please use this box to provide any additional comments you would like to make on the questions above:</i>		

Other comments

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

It has been a pleasure to act in the role of External Examiner for Y3 dental undergraduate programme at Leeds over the period of my appointment.

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	
Medicine and Health / Dentistry	
University of Leeds, 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 qat@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

Year 3 marks an important stage in the programme with students making the transition from junior to senior clinical student. We are pleased that the learning outcomes, teaching provision and assessment scheme have been recognised as being appropriate to this stage of our student's development.

Thank you for your comments in relation to areas of good practice, particularly the robustness and transparency of assessment processes.

We are pleased that you have recognised the various aspects of our provision, with regard to student's breadth of knowledge and in their development as competent and caring clinicians.

The OSCE is an important marker of clinical competence and we are pleased that you have commented on the effective delivery of this assessment by both our academic and academic support teams.

Response to Enhancements made from the previous year

We continually develop our provision and we are pleased that you have recognised this ongoing commitment to improving the student experience.

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 to respond to.

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:

We have welcomed your comments in relation to our provision over your term as an external examiner and are pleased that you have found our approach to be responsive with developments being seen. We have been particularly mindful to maintain good practice and the high standards that you have recognised.

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:

We are pleased that you have indicated that the provision has suitable learning outcomes and is commensurate with other UK undergraduate programmes.

We are particularly pleased that the clinical components, including OSCE assessment, crowns test and case report have been mentioned. These are important assessments and in our forthcoming review of clinical practice modules throughout the programme we will retain these core assessments.

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:

Thank you for your comments in relation to assessment and feedback. This is an area that staff dedicate significant effort to and have refined a number of assessments and assessment processes since the modular structure was first introduced. We recognise that the number and volume of assessment within the MChD programme needs to be rationalised and a School level process is underway to address this.

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:

Thank you for your review of the progression and awards process. We appreciate your work, particularly with regard to the volume of papers and results to review. We are pleased that all aspects were found to be satisfactory.

Other comments

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

Thank you for your helpful and insightful comments throughout your period as an external examiner. These are much appreciated and will help us to reflect on and develop our provision.