

**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:	DENTISTRY
Subject(s):	<i>Public Health</i>
Programme(s) / Module(s):	Dental Public Health
Awards (e.g. BA/BSc/MSc etc):	Masters in Dental Public Health

**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.*

This is my 4<sup>th</sup> year as external examiner for this programme. The enhancements / changes that I suggested in the first two years that I was examiner have been adopted and the programme is working well.

**Enhancements made from the previous year**

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

All of the enhancements that I have previously suggested have been enacted satisfactorily.

**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*

There are no issues that require urgent attention.

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

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

**For Examiners completing their term of appointment**

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

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
<p><i>Please use this box to explain your overall impression of the programme structure, design, aims and intended learning outcomes.</i></p> <p>This relatively new programme is bedding in well and the early issues with module design and assessment have all been satisfactorily dealt with.</p>		
13.	Is the influence of research on the curriculum and learning and teaching clear?	Y
<p><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></p> <p>The teachers on this course are all actively engaged in DPH research and practice and the course is practically based and of value to future practitioners in the area of DPH.</p>		
14.	Does the programme form part of an Integrated PhD?	N
<p><i>Please comment on the appropriateness of the programme as training for a PhD:</i></p>		
15.	Does the programme include clinical practice components?	N
<p><i>Please comment on the learning and assessment of practice components of the curriculum here:</i></p>		
16.	Is the programme accredited by a Professional or Statutory Regulatory Body (PSRB)?	N
<p><i>Please comment on the value of, and the programme's ability to meet, PSRB requirements here:</i></p>		

## Assessment and Feedback

17.	Does the programme design clearly align intended learning outcomes with assessment?	Y
<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>		
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
<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><i>Yes, the students all have an opportunity to present their dissertation in the form of a verbal presentation followed by a question and answer session – this is all very relevant to their future work.</i></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 Examiner's 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
<p><i>Please use this box to provide any additional comments you would like to make on the questions above:</i></p>		

### Other comments

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

I have no further comments other than to thank the administrative staff for the efficient provision of scripts for scrutiny before examinations and for access to the dissertations.

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

Title and Name of Responder:

Position\*:

Faculty / School of:

Address for communication:

Email:

Telephone:

Programme Lead for Head of School

*Medicine and Health*School of Dentistry  
Worsley Building

\*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](mailto: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**

Suggestions from \_\_\_\_\_ in previous years have been implemented successfully and have helped to reduce the assessment burden in particular for the MSc in DPH students.

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

No new enhancements were suggested last year.

**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:

N/A

**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:

N/A

**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:

It is helpful for our external examiner to recognise the positive impact made by our PHE honorary lecturers to the MSc programme. Their expertise in service related Dental Public Health is a strength of the course.

**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:

Input from \_\_\_\_\_ on the written examination and quality of research topics is always helpful and we are pleased to have an external assessment of the standards being suitable.

### 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:*

Positive feedback on the processes for progression and awards is welcome, the team responsible for this process do an excellent job in ensuring that our external examiner is given access to everything that is needed for his assessment of the programme.

### Other comments

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

N/A