

The University of Leeds
EXTERNAL EXAMINER'S REPORT

ACADEMIC YEAR: 2017-18 QAT Received 12/07/2018

Part A: General Information

Subject area and awards being examined

Title and Name of Examiner:

Faculty / School of:

Dentistry

Subject(s):

Dental Technology

Programme(s) / Module(s):

Awards (e.g. BA/BSc/MSc etc):

DipHe

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.

The final year of this programme had only a very small number of part time students enrolled upon the programme and it is difficult for part time students to fit in their studies around their employment needs and responsibilities. Despite this inherent conflict, the staff have managed to enable the students to produce not only good practical work but a good standard overall in their theory work as well. The theory aspect is an aspect of study which part time students normally find most difficult. This is especially notable as it would be easy for the academic staff either to have been more lax with the marking or not to be overly concerned with the student's attainment or learning. This has not been the case. The standard of work is comparable with the standard produced in previous years which reflects well on staff and students.

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

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
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5.	Has the school responded to comments and recommendations you have made?	Y
6.	Where recommendations have not been implemented, did the school provide clear reasons for this?	Y
7.	Have you acted as a External Examiner Mentor?	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

Overall this has been a very rewarding experience which I would like to think has been a 2 way process where both parties have learnt from each other.

Despite the program differences at Leeds and at my institution, there has been an exchange of good teaching practice. It has been notable that there has been no difference in the quality of practical work produced by students at both institutions whether the students be part time or full. That can only be a good thing for the profession as a whole.

The rang/variety of assessments undertaken by the students at Leeds Dental Institute as challenged them and enabled the students to show their many skills to produced well rounded graduates.

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

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

The overall structure of the programme has been well designed with multiple assessments, which cater for differing learning styles within the student body. The assessment structure has allowed differentiation to be clearly visible and as enabled the students to show their learning at whatever level they maybe at.

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

Every effort has been made to encourage the students to use current literature and research within their final year project but he majority of the source material was taken from text books or web pages. Very few students used journal articles to support the information in their project. Talking to the teaching team, I know that the students were encouraged to source current literature but only a few students followed through on this advice.

14.	Does the programme form part of an Integrated PhD?	N
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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?	N
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Please comment on the learning and assessment of practice components of the curriculum here:

16.	Is the programme accredited by a Professional or Statutory Regulatory Body (PSRB)?	Y
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<p>Please comment on the value of, and the programme's ability to meet, PSRB requirements here:</p> <p>General Dental Council (GDC) is the regulatory body for this program and the learning outcomes are set out in the Preparing for Practice document. There is evidence that this program has met the relevant learning outcomes as set out in that document</p>		

Assessment and Feedback

17.	Does the programme design clearly align intended learning outcomes with assessment?	Y
<p>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.</p> <p>The students' performance overall has been excellent as reflected in the range of the overall marks of the students. The design and structure of the assessments is clear for all (staff and students) with clear marking schemes which relate to ILOs. The marking has been fair and adequately reflects the standard of work submitted by the students.</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>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:</p> <p>The academic standards shown by the students is on a par with the standards displayed by students at . One student excelled at all they undertook- this was great to see. As mentioned previously this last cohort were part time students and to some extent this was reflected in the practical skills displayed which overall more than met the standard of a 'safe beginner' as set out by GDC. However, the written and underpinning academic component of the course was tackled well by the students showing the commitment they had to their studies and the staff had towards them.</p>		
<p>Please use this box to provide any additional comments you would like to make in relation to assessment and feedback:</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?	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

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	
Faculty of Medicine and Health / School of Dentistry	
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

All staff gave a huge amount of support and help to ensure that the last cohort of the Higher Diploma in Dental Technology were not at any disadvantage compared to previous years and all work was of the same standard and quality presented throughout the course.

Response to Enhancements made from the previous year

N/A

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:

The External Examiner was a great help during their term, with examples of good shared practice.

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:

All students were inducted to student support who ran a session on how to access the library and on line resources to use in their summative written 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:

All work is anonymously crossed marked to ensure that all the students' assessment is marked fairly and that no marks are missed. Feedback is placed on written and practical work to give the students constructive feedback and to show encouragement for well-constructed work.

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:

Other comments

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

The School would like to thank the External Examiner very much for commitment and expertise over term of office.