

The University of Leeds

EXTERNAL EXAMINER'S REPORT

ACADEMIC YEAR: 2018-19

QAT Received 30/07/2019

Part A: General Information

Subject area and awards being examined

Title and Name of Examiner:

Faculty / School of:

ACTA the Netherlands

Subject(s):

Dentistry

Programme(s) / Module(s):

BSc 1

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

BSc

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 assessment process is robust and transparent, administration and teachers are involved and professional, administration is organized and transparent.

Enhancements made from the previous year

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

- I was under the impression that the burden of the many assessments by the faculty is a little less though still high.
- The courses that had rather high fail levels earlier showed nice results now while the quality of the exams is as high as before.

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 did not identify matters of urgent attention, the processes and outcomes of the assessments are of good quality and transparent.

For Examiners in the first year of appointment only

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

For Examiners completing their term of appointment only

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?	NA
7.	Have you acted as an 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

When I started as an examiner I observed a robust assessment process, a big burden of assessments and related marking procedures for faculty, and few modules showed high fail rates. During the period that I was external examiner, I experienced serious attention from the responsible stakeholders for these issues and I am happy to observe that the assessment procedure was robust over time, nice pass rates are reached for all modules but - though it seems better- the burden for faculty is still high. I do not really know how to improve this as a program such as Dentistry, does not only need to meet academic standards but also the professional. The choice to assess the professional program (such as the preclinical) progression and formative may put more burden on the faculty than in case part of these assessments would be summative.

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)?	NA
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 program is structured, transparent, of good quality with a robust assessment process.

13.	Is the influence of research on the curriculum and learning and teaching clear?	Y
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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 content of the BSc 1 program contains quite some "foundation knowledge", and few of the projects incorporate development of academic skills which provide a good basis for application and development in further years of their studies.

14.	Does the programme form part of an Integrated PhD?	NA
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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?	Y (preclinical)
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Please comment on the learning and assessment of practice components of the curriculum here:

All preclinical practical components in BSc 1 are progression and formative, it could be discussed whether an academic-professional program should also include summative assessments of the professional track in the first year of the program. For that it would be interesting to follow the weaker students after BSc1 carefully to see how they progress and whether they would have benefitted from summative assessments in an earlier phase

16.	Is the programme accredited by a Professional or Statutory Regulatory Body (PSRB)?	Y
<p><i>Please comment on the value of, and the programme's ability to meet, PSRB requirements here:</i> The BSc1 program shows a level that provides students with a good understanding of what is expected from them and provides the school with relevant information on whether the student is able to finish the program and or fit the profession</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> Evidence was provided that students were well prepared for the assessments. The assessments had a focus on knowledge as well as application of knowledge.</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> Students performed nicely this year, pass rates were moderate to high, assessments were fair, this year's cohort has been well performing.</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?	NA

31.	Was the method and standard of assessment appropriate for the final year projects and/or dissertations?	NA
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> The School special Circumstances meeting was professional and thoughtfully. Decisions from this meeting were translated into decisions during Progression and Awards Board. I realized that the time slot between the meeting on the Special circumstances and the Progression and Awards board is very limited and it may be quite a challenge to implement and communicate decisions of the Special Circumstances meeting with relevant stakeholders before the Award board meeting.</p>		

Other comments

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

Thanks again for the opportunity to “have a look into the kitchen” of the Leeds dental program, every year all information was well organized making it easy to find everything. Also, it was great to meet many dedicated people of administration and curriculum the past few years. It was a real pleasure, I felt welcome and was well taken care of and enjoyed working together with the Leeds team and the other external examiners. Thanks.

Name of School and Head of School (or nominee)

Title and Name of Examiner:

Subject(s):

Dental Surgery

Programme(s) / Module(s):

Year 1 MChD/BChD, BSc Programme – Dental Surgery Programme

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

MChD/BChD, BSc

Title and Name of Responder:

Position*:

Head of School

Faculty / School of:

Faculty of Medicine and Health / School of Dentistry

Address for communication:

Email:

Telephone:

*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) must be sent 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

The School is glad to note the very positive comments made by _____ in relation to both academic & administrative staff involved in assessment and our assessment processes.

Response to Enhancements made from the previous year

The School is glad to note that the developments being made in relation to assessment has resulted in a more appropriate fail rate while still maintaining a rigorous examination process. Within the year 1 modules we have endeavoured to ensure that the standards being set for examinations is appropriate for the students level of study and we would like to thank _____ for _____ guidance and support in this area.

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:

The School is glad to note that there are **no** matters for urgent attention.

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 School is pleased to see that _____ has acknowledged the developments made in relation to assessments in year one during _____ tenure as External Examiner. While attending the School and in the report _____ suggests that the in course formative and progressional assessments may be overly burdensome on the academic staff and could be replaced with a summative assessment. Within the School we have recently introduced a Clinical Assessment and Feedback System (CAFS) the functionality of which can allow us to monitor students' progress in relation to achieving progressional elements.

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:

The School is glad that _____ was satisfied with Standards of assessment within the programme. _____ commented about “whether an academic-professional programme should also include summative assessments of the professional track in the first year of the programme”. We believe _____ is referring to the ICSP Module which is a Pass/Fail module that is assessed by student participation and completion of elements within their clinical passport and a reflective log. While this module contains no final “summative” assessment it is a requirement for students to complete all the elements within the module in order to progress to the next year of study. While no numerical grade is awarded for this module, the students must pass the module to continue on the programme and their “professional track.”

_____ also commented on monitoring of students who have achieved poorer marks in year one as they progress through the programme, our Denstudy team monitor student progress through the programme and offer study skills support to students who have achieved a lower passing grade in any module.

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:

The School is glad that _____ was satisfied with our Assessment and Feedback processes, and the positive comments in relation to the student performance and preparation for the assessments.

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 School is glad that _____ was satisfied with our Progression and Awards processes and will take note of _____ comment in relation to the timing of the Special Circumstances and the Progression and Awards Boards when scheduling in the future.

Other comments

Response to items included in the ‘Other Comments’ section of the report

We are pleased to acknowledge _____ comments about our dedicated academic and support staff within the School. We would like to take this opportunity to thank _____ for support as _____ comes to the conclusion of _____ term as External Examiner. _____ support and guidance has been invaluable over the past few years and it has been a pleasure to work with her.

We wish _____ all the best for the future.