

EXTERNAL EXAMINER ANNUAL REPORT FORM

Guidance notes are available to support the completion of this Report and are available at <http://learning.cf.ac.uk/quality/review/external-examiners/reports/>.

	For completion by External Examiner:		
Name of External Examiner:	Dr Helen James		
Home Institution / Employer of External Examiner:	University of East Anglia		
Programme and / or Subjects Covered by this Report	Primary BDS, Part 1 <i>BDS(Hons) in Dentistry (Primary BDS, Part 1)</i>		
Academic Year / Period Covered by this Report:	2015-16	Date of Report:	23/06/2016

For completion by External Examiner in the spaces provided. Please extend spaces where necessary. **Please note this Form will be published online and should not make any reference to any individual students or members of staff.**

1. Programme Structure

There is a good combination of 'basic' science (biochemistry, physiology and anatomy) with some clinical aspects/experience. The programme is coherent and has a strong practical element. The Course Handbook is very detailed and clearly sets out the aims of year 1; the students are robustly assessed. I am not familiar with the professional body requirements but the year 1 curriculum fits well with the QAA benchmark statements for dentistry.

2. Academic Standards

As stated above the year 1 programme fits well with the QAA benchmark statements for dentistry. I had the opportunity to look at work (both coursework and examinations) from a number of students. The academic standards and achievements, across a range of ability students, were comparable to similar stage students I'm more familiar with. The Pass/Fail nature of the Reflective Portfolio and Viva allows an assessment of professional competencies and it is appropriate that these are considered alongside the assessment of the academic knowledge and understanding of the students.

3. The Assessment Process

The assessments are split into three key sections or elements (practical assessments, projects, and examinations) in addition to the P/F clinical competencies. There are a variety of different types of assessment including group work and extended essays however a lot is focussed on course tests and examinations. The students are subject to a large number of summative assessments over the year plus some formative assessments; are the students being over-assessed? There is a high expectation in the level and breadth of

knowledge and understanding the students should be able to demonstrate; the variety of assessments provides opportunities for demonstration of student understanding and knowledge in a rigorous and fair manner. Whilst there is compensation within each section there is not compensation between them, meaning that students have to pass each element (and in addition have to pass each of the two clinical assessments).

I was sent the examination papers and model answers for comment. There were a good mixture of style of questions; a variety of short answers plus essays. The model answers were very informative. The Assessment Criteria and marking schemes (for example as provided in the Handbook) appeared entirely appropriate. There were a good level of markers' comments on the work and I am sure that these would be useful as part of the feedback process in addition to clearly indicating how the marks were achieved. The marking was appropriate and consistent.

The Exam Board itself was run efficiently and the summary paperwork provided was very informative and helpful. All the exam papers and coursework was available to look at. The Reflective Portfolio was not available but I understand this is accessible via the VLE.

I queried whether there was any double marking or moderation employed as it was not immediately apparent to me that much was being undertaken. I understand that whilst some coursework is moderated, other assessment items are not. Good detailed model answers and clear marking schemes can negate the need for double marking particularly for short answer questions where "the range of acceptable answers is agreed beforehand, and there is virtually no interpretation of information necessary" (BDS Year 1 Handbook). But what about the essay questions? Are your assessment processes robust in relation to the reliability and consistency of marking?

Overall I consider that the assessment process is rigorous but fair and that marking is appropriate and consistent.

4. Year-on-Year Comments

As this is my first year as External Examiner I don't have anything to say from a personal perspective as to how things have changed. I did access previous External Examiner reports online (from 2012/13 as later years are password protected). My experience this year very much reflects the comments in the reports from 2012/13.

5. Preparation / Induction Activity (for new External Examiners only)

I attended a training course for new External Examiners. Whilst this was very useful I wonder if it could have been extended further. I did not make contact formally with the School at the time of the training course but with hindsight I think this could have been really useful, for example to demonstrate information available online (in my case where I could find the Reflective Portfolios (mentioned above)).

I was provided the Year 1 BDS Handbook well in advance; this document is extremely useful and I hope that the students also appreciate the information and guidance they are given. Any questions I had on the day of the Exam Board were answered satisfactorily.

6. Noteworthy Practice and Enhancement

The detailed and informative course handbook is to be commended.

The provision and use of extensive and clear marking criteria, along with appropriate use of them, is to be commended.

The information provided to External Examiners and access to student work before hand and upon my visit was exemplary.

7. Comments on the Examination of Master's Dissertations (External Examiners for postgraduate Master's Programmes only, see also 9.23-9.29 below)

N/A

8. Appointment Overview (for retiring External Examiners only)

N/A

9. Annual Report Checklist

Please include appropriate comments within Sections 1-8 above for any answer of 'No'.

		Yes (Y)	No (N)	N/A (N/A)
Programme/Course Information				
9.1	Did you receive sufficient information about the Programme and its contents, learning outcomes and assessments?	Y		
9.2	Were you asked to comment on any changes to the assessment of the Programme?		N	
Draft Examination Question Papers				
9.3	Were you asked to approve all examination papers contributing to the final award?	Y		
9.4	Were the nature, spread and level of the questions appropriate?	Y		
9.5	Were suitable arrangements made to consider your comments?	Y		
Marking Examination Scripts				
9.6	Did you receive a sufficient number of scripts to be able to assess whether the internal marking and classifications were appropriate and consistent?	Y		
9.7	Was the general standard and consistency of marking appropriate?	Y		
9.8	Were the scripts marked in such a way as to enable you to see the reasons for the award of given marks?	Y		
9.9	Were you satisfied with the standard and consistency of marking applied by the internal examiners?	Y		
9.10	In your judgement, did you have the opportunity to examine a sufficient cross-section of candidates' work contributing to the final assessment?	Y		
Coursework and Practical Assessments				
9.11	Was the choice of subjects for coursework and / or practical assessments appropriate?	Y		
9.12	Were you afforded access to an appropriate sample of coursework and / or practical assessments?	Y		
9.13	Was the method and general standard of assessment appropriate?	Y		
9.14	Is sufficient feedback provided to students on their assessed work?	Y		
Clinical Examinations (if applicable)				
9.15	Were satisfactory arrangements made for the conduct of clinical assessments?			N/A
Sampling of Work				
9.16	Were you afforded sufficient time to consider samples of assessed work?	Y		
Examining Board Meeting				
9.17	Were you able to attend the Examining Board meeting?	Y		
9.18	Was the Examining Board conducted properly, in accordance with established procedures and to your satisfaction?	Y		

		Yes (Y)	No (N)	N/A (N/A)
9.19	Cardiff University recognises the productive contribution of External Examiners to the assessment process and, in particular, to the work of the Examining Board. Have you had adequate opportunities to discuss the Programme and any outstanding concerns with the Examining Board or its officers?	Y		
Joint Examining Board Meeting (if applicable)				
9.20	Did you attend a Composite Examining Board, i.e. one convened to consider the award of Joint Honours degrees?			N/A
9.21	If so, were you made aware of the procedures and conventions for the award of Joint Honours degrees?			N/A
9.22	Was the Composite Examining Board conducted according to its rules?			N/A
Examination of Master's Dissertations (if applicable)				
9.23	Did you receive a sufficient number of Dissertations to be able to assess whether the internal marking and classifications were appropriate and consistent?			N/A
9.24	Was the sample in accordance with the University's sampling guidelines (guidelines provided below)?			N/A
9.25	Were you satisfied with the standard and consistency of marking applied by the Internal Examiners?			N/A
9.26	Were you able to attend the Master's Degree (Dissertation) Stage Examining Board?			N/A
9.27	If so, was the Examining Board conducted properly and in accordance with established procedures?			N/A
9.28	Were the schemes for marking and classification correctly applied?			N/A
9.29	Were the standards of the awards recommended appropriate?			N/A

Please return this Report, preferably in a Microsoft Word format, by email to:

ExternalExaminers@cf.ac.uk

Your fee and expenses claim form and receipts, should be sent electronically to the above email address or in hard copy to:

External Examiners, Registry, Cardiff University, McKenzie House, 30-36 Newport Road, Cardiff, CF24 0DE

SAMPLING OF TAUGHT MASTER'S DISSERTATIONS BY EXTERNAL EXAMINERS

External Examiners shall be expected to see prescribed numbers and ranges of Dissertations, but not to mark them, on the following basis:

At least 10% of Dissertations for a postgraduate taught Master's Programme, or a minimum of 10 (whichever is the higher figure) must be seen by the External Examiner(s). Where the total number is less than 10, all Dissertations must be seen by the External Examiner(s) #.

Dissertations seen by External Examiners should include examples from across the whole range of achievement (i.e. Pass with Distinction, Pass, Fail).

External Examiners will retain the right to see other Dissertations at random.

- # Where more than one External Examiner is appointed on a Programme, at least 10% of Dissertations, or a minimum of 10 (whichever is the higher figure), should be seen collectively by the External Examiners.