

Guidance notes are available to support the completion of this Report via the Cardiff University Intranet [here](#) and from [ExternalExaminers@cardiff.ac.uk](mailto:ExternalExaminers@cardiff.ac.uk).

**Cardiff University**

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[www.caerdydd.ac.uk](http://www.caerdydd.ac.uk)

	For completion by External Examiner:		
Name of External Examiner:	Gill Jones		
Home Institution / Employer of External Examiner:	Self Employed - previously Peninsula Dental School, Plymouth University Peninsula Schools of Medicine and Dentistry		
Programme and / or Modules Covered by this Report	Diploma in Dental Hygiene Year 1		
Academic Year / Period Covered by this Report:	2018-19	Date of Report:	June 22 <sup>nd</sup> 2019

Please complete all information in the spaces provided and submit within **six weeks** of the Examining Board (the dissertation stage Examining Board in the case of postgraduate Master's programmes).

**Please note this form will be published online and should not make any reference to any individual students or members of staff in accordance with the General Data Protection Regulation (2018).**

Please extend spaces where necessary.

**1. Programme Structure** (curriculum design, programme structure and level, methods of teaching and learning)

The learning outcomes are equivalent to those in other similar programmes I am familiar with. They are clearly laid out and comprehensively reflect the requirements of the General Dental Council's '*Preparing for Practice*' and the HEE/QAA.

The curriculum is well constructed and reflects the requirements for a student to work towards being ready to qualify and register with the General Dental Council. The programme and curriculum have been designed to match the requirements of the GDC's learning outcomes and the teaching, learning and assessment information reflects this is achieved.

It was pleasing to see the new Periodontal Classification has already been introduced and how well the students were able to apply it to their patients and answer in-depth questions of clarification.

**2. Academic Standards** (comparability with other UK HEIs, achievement of students, any PSRB requirements)

The output standards are comparable to other equivalent higher education institutions I am familiar with. In particular, I was impressed with the extremely high quality of the presentations of the majority of students.

I observed impartial, balanced and consistent assessment of Case Presentations by the internal examiner panels. I was given an opportunity to review the written papers and the allocated and agreed marks and was satisfied the marking of written assessments was also fair and appropriately undertaken. It was reassuring to see the use of double marking and moderation when appropriate.

I believe the use of the 'veto' in the Case Presentations is an invaluable and essential option to ensure examiners are able, if required, to prevent the progression of a student who is not deemed ready to progress at that point in time and would benefit from additional support, remediation and a further opportunity to show they are ready to practice at the level of a safe-beginner as designated by the General Dental Council.

**3. The Assessment Process** (enabling achievement of aims and learning outcomes; stretch of assessment; comparability of standards between modules of the same level)

The information provided on assessments has been ideal and has been sent to me in a timely way. The pre-examination briefing meetings were well conducted and informative.

The assessments were well organised. There was fair and consistent assessment of Case Presentations and the examining panels were experienced, well balanced and well prepared. Internal examiners are to be commended on their fair and balanced approach to all candidates in consistently assessing the learning outcomes. The use of appropriate standard setting and training and calibration of internal examiners for the examination of Case Presentations is very comprehensive.

The Board Meeting was well chaired and inclusive. Anonymised data was reported which enabled open discussion and appropriate decisions to be ratified.

## **5. Year-on-Year Comments**

[Previous External Examiner Reports are available from the Cardiff University Website [here](#).]

The School needs to continue to ensure all students are able to treat an appropriate range of complex patients before their final assessment.

The administration staff produced comprehensive, accurate data in time for the Board of Examiners meetings. The School may need to consider the timing of assessments to allow both academic and administrative staff more time between assessments to avoid additional stress and unnecessary increased pressure.

**6. Preparation for the role of External Examiner (for new External Examiners only)** (appropriateness of briefing provided by the programme team and supporting information, visits to School, ability to meet with students, arrangements for accessing work to review)

Not applicable

**7. Noteworthy Practice and Enhancement** (good and innovative practice in learning, teaching and assessment; opportunities for enhancement of learning opportunities)

The range of assessment methodology applied within the knowledge-based and clinical assessments and the robust psychometric analyses used provided evidence that students are achieving an appropriate standard before progression.

**8. Appointment Overview (for retiring External Examiners only)** (significant changes in standards, programme/discipline developments, implementation of recommendations, further areas of work)

Not applicable

## 9. Annual Report Checklist

Please include appropriate comments within Sections 1-7 above for any answer of 'No'.

		Yes (Y)	No (N)	N/A (N/A)
<b>Programme/Course information</b>				
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?	Y		
<b>Commenting on draft examination question papers</b>				
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		
<b>Examination scripts</b>				
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		
<b>Coursework and practical assessments</b>				
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		
<b>Clinical examinations (if applicable)</b>				
9.15	Were satisfactory arrangements made for the conduct of clinical assessments?	Y		
<b>Sampling of work</b>				
9.16	Were you afforded sufficient time to consider samples of assessed work?	Y		
<b>Examining board meeting</b>				
9.17	Were you able to attend the Examining Board meeting?	Y		
9.18	Was the Examining Board conducted properly, in accordance with	Y		

	established procedures and to your satisfaction?			
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		
<b>Joint examining board meeting (if applicable)</b>				
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

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The curriculum is well constructed and reflects the requirements for a student to be ready to qualify and register with the General Dental Council as a Dental Hygienist.

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