



Academic & Student Support Services
Academic Registrar Simon Wright LLB
Gwasanaethau Academaidd a Chefnogi Myfyrwyr
Cofrestrwydd Academaidd Simon Wright LLB

Cardiff University
McKenzie House
30-36 Newport Road
Cardiff CF24 0DE

Tel *Ffôn* | +44(0)29 2087 9189
www.cardiff.ac.uk

Prifysgol Caerdydd
Tŷ McKenzie
30-36 Heol Casnewydd
Caerdydd CF24 0DE

Sent by email to gill.jones@plymouth.ac.uk

28 July 2017

Dear Dr Jones,

Re: Institutional Response: External Examiner Annual Report 2016–2017

I am writing further to the receipt of your External Examiner's Report for the BSc in Dental Therapy and Dental Hygiene (Yrs 2 & 3).

Your Report has been considered by the School in accordance with our approved procedures. I am, therefore, now in a position to respond on behalf of the Vice-Chancellor to the main points you had raised.

Issues Highlighted

1. Concerns that the final year project is designated a 'research' project as it appears there is limited teaching in research methodology and the majority of students are only able to undertake literature reviews in the time available.
2. Request for more robust standard setting and benchmarking to ensure students are not over marked.
3. Recommended a review of the DPH curriculum and more attention to detail in assessment setting.
4. The importance of a robust approach to training of internal examiners, standard setting and benchmarking with reports prepared by psychometrics and available to External Examiners.
5. It would be useful to have panels in close proximity to enable easy movement between rooms for External Examiners.

Cardiff University
McKenzie House
30-36 Newport Road
Cardiff CF24 0DE
Tel *Ffôn* | +44(0)29 2087 9189
www.cardiff.ac.uk

Prifysgol Caerdydd
Tŷ McKenzie
30-36 Heol Casnewydd
Caerdydd CF24 0DE
Tel *Ffôn* | +44(0)29 2087 9189
www.caerdydd.ac.uk

6. Request for access to a sample of project before the Examining Board.
7. Recommended review of the practice of compensation between the case Presentation Report and the Case Presentation Viva.
8. The use of different style marking forms for the different case presentations across the years may confuse students.

The following response has been provided on behalf of the School:

1. The School will ensure that the Modular Lead and Programme Lead review the structure, marking scheme and purpose of this project ensuring that the projects presented reflect the objectives of the project as outlined within the handbook.
2. The School has introduced full standard setting for the first time this academic year with the appointment and support of its Psychometrician. The results from the recent diet of assessments will be analysed further to inform future standard setting practice for the next academic year.
3. The School thanks you for recognising the amendments that were made to this assessment following your advice. The Programme Lead will review the Dental Public Health Curriculum and the Director of Assessment will review the assessment tasks associated with this module for the next academic year 2017/2018 making changes and enhancements as appropriate.
4. The Internal Examiners were calibrated using bespoke video scenarios this year. The results from these assessments will be psychometrically reviewed to inform best practice for the next academic year and ensure that all staff complete the calibration exercises.
5. The School will endeavour to ensure that the rooms are closer together to facilitate moving between the rooms.
6. The School will ensure that you have appropriate access to view a sample of projects in advance of the next diet of examinations and you will be given full access to GradeMark to view our assessment process in relation to the student's final projects for the forthcoming academic year, when attending for the oral examinations.
7. The compensation within this module will be removed to ensure that this assessment gives a fair representation of their ability and that the assessment task is valid and reliable.
8. The School recognises that using different marking criteria for different case presentations may cause confusion with the students in their examination preparation and their understanding of the assessment process. The Programme Lead will review these marking criteria for the next academic year and ensure that a marking criteria form is developed and used

consistently across **all** case presentations to ensure there is clarity for students and examiners alike. Any new marking criteria will be calibrated for internal examiner training and fully discussed with the students.

The University is pleased to note your positive comments including:

1. your positive indications regarding the programme structure, academic standards and assessment process;
2. the different types of question formats used in the modules offer an inclusive approach;
3. the support and communications you received from programme team.

I hope that you will find this response satisfactory and we thank you for your continued support of the programme.

In order to meet the expectations of the QAA Quality Code, both the External Examiner Annual Report and this Institutional Response will be published on the University website and will be available to all students and staff.

The University's provision of the formal Institutional Response is not intended to constrain direct communication between schools and their External Examiners. Schools are encouraged to discuss with their External Examiners any matters of detail raised in their Reports and, more widely, any issues impacting on the quality and standards of awards, including possible changes to programmes.

We are most grateful for your comments and for your support in this matter.

Yours sincerely,



Mr Simon Wright
Academic Registrar