

Collaborative Report

Exam board meeting: 30-Jun-2015

BSc&FdSc in Veterinary Nursing (, 2014/15 (Cohort 8 & 9)

Lead examiner: Mrs Andrea Dineen

Collaborating examiner(s): Dr Elizabeth Mullineaux

The Programme

Please comment, as appropriate, on the following aspects of the programme:

1.1 Course content

Course content is very satisfactory in that it reflects the full range of subject knowledge and skills that should be covered in these degree(s) at these levels (Year 3 Fd and BSc and Year 4 BSc). Externs had the opportunity on this occasion to meet with 10 of the Yr 4 BSc students and discuss the course. Overall these students expressed great satisfaction with the course structure and content.

Response from college requested: **NO**

Dr E.M

No further comments

COURSE DIRECTOR: Ms Hilary Orpet

Course Director Response:

This was the first year that EEs had the opportunity to meet with students. It is not always easy to organise as students are usually on placement at this time.

Action Required:

Action Deadline:

Action assigned to:

1.2 Learning objectives, and the extent to which they were met

The theoretical learning objectives of the course appear to have been well met. In December 2014, one of the externs (AD) attended the OSPVE resit for two Year 1 students. Although this was a small exam resit, the examiner is satisfied with the range of OSPVE tasks examined and that the content of the exam meets the course's practical learning objectives at this stage of the student's programme of study.

Response from college requested: **NO**

Dr E.M

No further comments

1.3 Teaching methods

A wide range of teaching methods as appropriate to veterinary nursing education appear to have been employed across the course.

Response from college requested: NO

Dr E.M

No further comments

1.4 Resources (in so far as they affected the assessment)

Resources appear appropriate and satisfactory for the running of the courses. Students appear to have access to a wide range of teaching resources, including electronic facilities. Student feedback is very well-provided in a written format (eg on exam scripts and assignments) although staff need to ensure that students are presented with opportunities to view and utilise such feedback. Although the externs do appreciate that perhaps not all students may engage with this or avail of such opportunities. With regard to the Year 4 final year projects, the students in the student meeting commented that more support with Statistics would be beneficial. Provision of adequate support with Statistics for undergraduate student projects/ dissertations is an issue that both staff, students and externs feel needs to be addressed.

Response from college requested: NO

Dr E.M

No further comments

COURSE DIRECTOR: Ms Hilary Orpet

Course Director Response:

Students are offered the opportunity to meet with their tutors or the module leader to discuss their exam scripts or assignments although very few students engage with this. Students now have the opportunity to receive and act upon feedback on draft assignments. Student perceive a lack of support regarding statistics however the Research Methods in general was not well attended.

Action Required:

Action Deadline:

Action assigned to:

1.5 Please provide any additional comments and recommendations regarding the Programme

As suggested in our last Extern Report (Sept 2014), the external examiners have been supplied with access to additional course/module information online which has benefitted externs' understanding of the course. The student meeting with the Yr 4 BSc students was also very useful.

Response from college requested: NO

Dr E.M

No further comments

Student performance

Please comment, as appropriate, on:

2.1 Students' performance in relation to those at a similar stage on comparable courses in other institutions, where this is known to you

Year 3 and 4 student performance standards meet the external examiners' expectations of students at these levels.

Response from college requested: **NO**

Dr E.M

No further comments

2.2 Quality of candidates' knowledge and skills, with particular reference to those at the top, middle or bottom of the range

There was an appropriate range of performance / results although externs noted that these cohorts appeared to not contain as diverse a range of academic ability (outstanding to unsatisfactory/fail) as in previous years. This was not a concern as marks were deemed appropriate and fair ; rather it is an observation made on this particular visit.

Response from college requested: **NO**

Dr E.M

No further comments

2.3 Please provide any additional comments and recommendations regarding the students' performance

The external examiners sampled a range of scripts and written assignments and are happy with the marks awarded.

We note that three Year 3 students have failed due to not completing their NPLs and we are aware that the completion of NPLs and blogs can at times be an issue. Externs have discussed this issue previously with staff and are aware of staff efforts in this regard. Externs do not have any further suggestions but at our student meeting with Year 4, we did receive some student feedback regarding the blogs. It appears that the blogs may not be engaging the students for a few reasons namely due to time constraints with other commitments (eg work placement and NPL) and also due to a lack of clarity as to the learning value and importance of the blogs. The students we met suggested that the importance of the blogs must be highlighted from very early on and also suggested that a roster/ schedule designating weeks for 2-3 students to input / create blog threads may improve student engagement and enhance student focus on this task. Externs would ask staff to consider whether the learning objectives of the blogs could be fulfilled in an alternative, more engaging way.

While this is not a change in Student Performance Levels per se, externs noted for the first time that students have on occasion started to include scanned / copied figures, tables and charts in written assignments such as their Literature Reviews. Externs feel this is in appropriate for the development of academic and scientific/ research writing skills and hence should be discouraged.

Response from college requested: **NO**

Dr E.M

No further comments

COURSE DIRECTOR: Ms Hilary Orpet

Course Director Response:

The amount of blogs have been reviewed and reduced in line with the reduction in placement weeks. The team feel that the skill of reflection for the graduate VN is important and this will be conveyed to the students to ensure

they are aware of why they are used. We have seen a vast improvement in the students ability to reflect as they progress through the course. There may be a level of variability in tutor feedback which could affect the students perception of the blogs. Regarding the increase in scanned figures /tables in assignments - this is not encouraged and students are given feedback on drafts regarding this.

Action Required:

Action Deadline:

Action assigned to:

Assessment Procedures

Please comment, as appropriate, on:

3.1 Assessment methods (relevance to learning objectives and curriculum)

There are a good range of assessments (MCQs, SAQs, written assignments and projects). One extern attended the resit OSPVE in Dec 2014 (see previous comment). Overall the externs believe that the combination of these assessment methods fully satisfies and examines the learning objectives and curricula.

Response from college requested: **NO**

Dr E.M

No further comments

3.2 Extent to which assessment procedures are rigorous

Assessment across a range of methods (MCQs, SAQs, assignments and projects) is of a high quality and wellmarked.

As noted previously, feedback on some written assessments is very detailed and it is important that if staff spend time on this, that students are afforded the opportunity to benefit from this feedback.

There is very good use of double marking and/ or sample marking across all modules. On this occasion however, externs noted wider discrepancy between first marker's and second marker's results. This occurred especially in relation to Year 4 Research Project Proposals, and in 3 of the Year 4 elective modules (Medical Nursing, Surgical Nursing and Pathology). This seemed to coincide with staff outside of the VN Department being involved in the examination and while externs feel that the involvement of such external staff is commendable there is a need for standard setting and marking guidelines to be agreed and understood by all involved in the exam process to ensure consistency in standard setting.

Response from college requested: **NO**

Dr E.M

No further comments

COURSE DIRECTOR: Ms Hilary Orpet

Course Director Response:

Within the VN course, assignment marking is required throughout and the VN team are accustomed to the level required and produced by VN students. Staff who are more routinely involved in other courses may not have the same familiarity with assignments from VN students. Everyone, however, uses the common grading scheme which should ensure standardisation.

Action Required:

Action Deadline:

Action assigned to:

3.3 Consistency of the level of assessment with the Framework for Higher Education Qualifications (FHEQ)

Based upon the work seen and the external examiners' knowledge and prior experience, the level of assessment closely matches the FHEQ.

Response from college requested: **NO**

Dr E.M

No further comments

3.4 Standard of marking

The standards are aided by common grading scheme (CGS) and 10 point marking schemes. Use of sample marking is generally good (but please see comments in 3.2 above).

Following a recommendation in previous Externs' report, the Externs wish to commend the Exam office and module leaders for providing the marking distribution graphs for the Short Answer Questions on this occasion which are beneficial for review of the Exam papers' statistics/ metrics

Response from college requested: NO

Dr E.M

No further comments

3.5 In your view, are the procedures for assessment and the determination of awards sound and fairly conducted? (e.g. Briefing, Exam administration, marking arrangements, Board of Examiners, participation by External Examiners)

Yes externs are satisfied with the procedures. The only comment in this regard is that there is a need for an exam supervisor at the Resit OSPVEs to ensure examiners at each station are able to address any queries to this supervisor.

Response from college requested: NO

Dr E.M

No further comments

COURSE DIRECTOR: Ms Hilary Orpet

Course Director Response:

At every OSPVE there is always a CSC tutor and exams office person supervising the process. These staff members are available to address assessor queries regarding the station / tasks. The assessors are required to check their station the day before the examination but this is not always done.

Action Required:

Action Deadline:

Action assigned to:

3.6 Opinion on changes to the assessment procedures from previous years in which you have examined

No significant changes were noted.

Response from college requested: NO

Dr E.M

No further comments

3.7 Please provide any additional comments and recommendations regarding the procedures

Having attended the OSPVE resit in January 2015, the extern who attended noted that the same 'critical step' was given different weightings in related Laboratory based OSPVE tasks. This issue was discussed in January with relevant VN staff and again at the current (1st July) Exam Board to highlight the need for consistency in the weighting of critical task steps from station to station.

Response from college requested: **NO**

Dr E.M

No further comments

COURSE DIRECTOR: Ms Hilary Orpet

Course Director Response:

The OSPVES are to be reviewed during the next academic year to ensure consistency.

Action Required:

To review the OSPVEs to ensure consistency with weighting

Action Deadline:

01-Sep-2016

Action assigned to:

VN team

General Statements

4.1 Comments I have made in previous years have been addressed to my satisfaction

Yes

Additional comments, particularly if your answer was no:

Externs feel that RVC staff are very receptive to our suggestions in relation to exam questions and also in general on the assessment procedures and do respond very effectively to our input.

Response from college requested: **NO**

Dr E.M

No further comments

4.2 An acceptable response has been made

Yes

Additional comments, particularly if your answer was no:

With regard to the provision of student feedback, externs were pleased to hear at the student meeting that students feel they receive a lot of feedback on their work from staff.

Response from college requested: **NO**

Dr E.M

No further comments

4.3 I approved the papers for the Examination

Yes

Additional comments, particularly if your answer was no:

All comments made by externs are generally utilised in preparation of final exam scripts.

Response from college requested: **NO**

Dr E.M

No further comments

4.4 I was able to scrutinise an adequate sample of students' work and marks to enable me to carry out my duties

Yes

Additional comments, particularly if your answer was no:

All scripts and assignments were available and well-organised for external review at the time of visit. Please also see earlier comments/ details in 2.3. re scripts sampled.

Response from college requested: **NO**

Dr E.M

No further comments

4.5 I attended the meeting of the Board of Examiners held to approve the results of the Examination

Yes

Additional comments, particularly if your answer was no:

Response from college requested: NO

Dr E.M

No further comments

4.6 Candidates were considered impartially and fairly

Yes

Additional comments, particularly if your answer was no:

Response from college requested: NO

Dr E.M

No further comments

4.7 The standards set for the awards are appropriate for qualifications at this level, in this subject

Yes

Additional comments, particularly if your answer was no:

Response from college requested: NO

Dr E.M

No further comments

4.8 The standards of student performance are comparable with similar programmes or subjects in other UK institutions with which I am familiar

Yes

Additional comments, particularly if your answer was no:

Response from college requested: NO

Dr E.M

No further comments

4.9 I have received enough support to carry out my role

Yes

Additional comments, particularly if your answer was no:

The externs wish to thank the RVC staff (especially John Sanger in Exams Office and the VN staff) for their help and support in carrying out their role & duties. All exam papers and marks were ready , well-organised and available on arrival of the externs.

Response from college requested: **NO**

Dr E.M

No further comments

4.10 I have received sufficient information to carry out my role (where information was insufficient, please give details)

Yes

Additional comments, particularly if your answer was no:

Externs feel they are well-briefed and that communication throughout the year from the RVC is excellent as the externs are copied on relevant course e-mails while away from RVC.

Response from college requested: **NO**

Dr E.M

No further comments

4.11 Appropriate procedures and processes have been followed

Yes

Additional comments, particularly if your answer was no:

Response from college requested: **NO**

Dr E.M

No further comments

4.12 The processes for assessment and the determination of awards are sound

Yes

Additional comments, particularly if your answer was no:

Response from college requested: **NO**

Dr E.M

No further comments

Completion

If you have identified any areas of good practice, please comment more fully here. We may use information provided in our annual external examining report:

Do you have any suggestions for improvements based on experience at other institutes? We may use information provided in our annual external examining report:

Response from college requested: **NO**

External Examiner comments: For College information only (Responses to External Examiners are published on the College's website. Please only use this box to add any comments that you wish to remain confidential, if any)

In September 2013, the current two VN external examiners had the opportunity to work alongside the outgoing external examiner. The externs feel that this was extremely beneficial and would recommend that a similar process (i.e. 3 external examiners) is followed in September 2016 when the current leading extern is due to finish their term.

Response from college requested: **YES**

COURSE DIRECTOR: Ms Hilary Orpet

Course Director Response:

While we recognized that an overlap is valuable, this will be provided by the currently staggered appointment of the External Examiners .. For the current EEs, there will be a period where as one finishes the next EE should be employed to work with the remaining outgoing EE.

Action Required:

Action Deadline:

Action assigned to:

Collaborative Report

Exam board meeting: 16-Sep-2015

BSc & FdSc in Veterinary Nursing 2014/15 (Cohorts 10&11)

Lead examiner: Mrs Andrea Dineen

Collaborating examiner(s): Dr Elizabeth Mullineaux

The Programme

Please comment, as appropriate, on the following aspects of the programme:

1.1 Course content

Course content reflects the full range of subject knowledge and skills that should be covered in these degree(s) at these levels (Year 1 and 2 Fd and BSc). For this level of study the externs felt that the examiners' expectations of the students were quite high and, in the case of cohort 10 (Year 2), these standards were achieved. For Cohort 11 (Year 1), it was felt that some students did struggle with the standards required especially in the VN Applied Science modules.

Response from college requested: **YES**

Dr E.M

Nothing to add

COURSE DIRECTOR: Miss Rachel Lumbis

Course Director Response:

The course is a selecting rather than a recruiting course and students are selected on the basis of them attaining A level biology, or equivalent qualifications, to help them prepare for the VNAS modules. These modules are content heavy and additional question and answer sessions were introduced in 2014/15 to try and assist with the acquisition of knowledge and retention of information. Whilst these have proved popular with some students, engagement by all is key to success. Results prior to the introduction of additional Q+A sessions will be compared with those since. Any correlations between entry requirements and exam results will also be identified and reviewed. In addition to this, additional support and differentiation will be achieved in 2015/16 with the introduction of BSc seminars for those students who wish to be further challenged.

Action Required:

Course Director and module leaders to review the results of recent VNAS modules both pre and post implementation of additional seminars and also review the impact of BSc seminars. Course Director to continue to review any correlation between entry qualifications and exam results.

Action Deadline:

01-Nov-2015

Action assigned to:

VNAS module leaders

1.2 Learning objectives, and the extent to which they were met

The theoretical learning objectives of the course appear to have been well met. No practicals were assessed on this occasion.

Response from college requested: YES

Dr E.M

Nothing to add

COURSE DIRECTOR: Miss Rachel Lumbis

Course Director Response:

Thank you for these positive comments which will be fed back to course contributors.

Action Required:

Course Director to feed back comments to module contributors.

Action Deadline:

04-Nov-2015

Action assigned to:

Course Director

1.3 Teaching methods

A wide range of teaching methods as appropriate to veterinary nursing education appear to have been employed across the course.

Response from college requested: YES

Dr E.M

Nothing to add

COURSE DIRECTOR: Miss Rachel Lumbis

Course Director Response:

Thank you for these positive comments which will be fed back to those involved in the delivery of VN education. Module leaders and the teaching team work hard to accommodate different learning styles through the utilisation of a variety of teaching methods. Such exemplars of good educational practice will be continually encouraged.

Action Required:

Action Deadline:

Action assigned to:

1.4 Resources (in so far as they affected the assessment)

Resources appear appropriate and satisfactory for the running of the courses. Students appear to have access to a wide range of teaching resources, including electronic facilities. Student feedback is very well-provided in a written format (eg annotations on exam scripts and assignments).

Response from college requested: YES

Dr E.M

Nothing to add

COURSE DIRECTOR: Miss Rachel Lumbis

Course Director Response:

Thank you for these positive comments which will be fed back to those involved in the organisation and delivery of the course. Module leaders and the teaching team work hard to provide students with relevant and appropriate teaching resources. In addition to the annotations provided on exam scripts and assignments, students are also provided with access to feedback in multiple formats during the delivery of each module, all of which are clearly advertised within the respective module site on Learn.

Action Required:

Action Deadline:

Action assigned to:

1.5 Please provide any additional comments and recommendations regarding the Programme

In the communication assignments in CNP2 the externs felt that there was a tendency for student to perhaps place an overemphasis on negative communication incidents and it was felt that students could be encouraged to consider a more balanced presentation of both positive and negative communication incidents.

In VNAS2 the assignment that is made up of three short (approximately 500 word) case studies. This assignment is currently referred to as an 'essay' and externs felt that this was a misnomer and may be better re-named as "Case Studies" or other appropriate title.

Response from college requested: YES

Dr E.M

Nothing to add

COURSE DIRECTOR: Miss Rachel Lumbis

Course Director Response:

Thank you for these constructive comments. These have been communicated to, and considered by, the relevant module leaders and changes will be implemented when these modules next run in 2015/16.

Action Required:

Hayley Carne and Sue Gregory, as module leaders for CNP2 and VNAS2 respectively, to make changes to the module assessment guidelines in accordance with the comments provided by examiners.

Action Deadline:

01-Apr-2016

Action assigned to:

CNP2 and VNAS2 module leaders

Student performance

Please comment, as appropriate, on:

2.1 Students' performance in relation to those at a similar stage on comparable courses in other institutions, where this is known to you

Year 1 and 2 student performance standards meet the external examiners' expectations of students at these levels. Compared to other courses the externs felt that the introduction of pathophysiology into year 1, (when the basics of anatomy and physiology were only just being appreciated), is quite challenging for the students and may be a contributor to the fail rates in the VNAS modules.

Response from college requested: **YES**

Dr E.M

Nothing to add

COURSE DIRECTOR: Miss Rachel Lumbis

Course Director Response:

RVC VN students start their first placement within the first six months of study therefore it is essential that anatomy and physiology is learnt in a clinical context rather than in isolation. As per the title of VNAS modules, emphasis is placed on the clinical application of anatomy and physiology. Given the highly practical nature of Veterinary Nursing practice, successful retention and use of basic science knowledge relies on context within the VNAS modules. In a pedagogical sense, this method of learning has been shown to aid the acquisition of knowledge, thus enabling easier and more effective application in a practical setting.

Action Required:

Action Deadline:

Action assigned to:

2.2 Quality of candidates' knowledge and skills, with particular reference to those at the top, middle or bottom of the range

There was an appropriate range of performance / results with a diverse a range of academic ability especially in cohort 11 (Year 1). In comparison standards in cohort 10 (Year 2) seemed less diverse, but still had appropriate range. This would fit with externs' expectations of differences between Year 1 & 2 cohorts as they 'settle' into the course.

Response from college requested: **YES**

Dr E.M

Nothing to add

2.3 Please provide any additional comments and recommendations regarding the students' performance

The external examiners sampled a range of scripts and written assignments and are happy with the marks awarded.

Some students are including diagrams and other illustrations downloaded from the web in their assignments. Externs feel that generally these contribute little positive to this work and raise concerns regarding plagiarism and reuse of images. Where possible, if illustrations are required, students should be encouraged to produce their own original work. Students should show clear understanding of any such illustrations (by means of explanation in the written text) as there is some concern that the use of such diagrams may influence the marks awarded (although whether such influence would result in higher or lower marks for the student is actually unclear). If illustrations are to be reproduced then clear guidelines are required from the college as to under what circumstances this is to be considered acceptable and how such reuse is to be referenced. As aforementioned, students should need to show a clear understanding of any diagrammatic materials included in their assignments in order to gain marks for such work.

Response from college requested: YES

Dr E.M

Nothing to add

COURSE DIRECTOR: Miss Rachel Lumbis

Course Director Response:

Thank you for highlighting these observations which correlate with those identified by tutors at formative stage and internal examiners at summative stage of assessment. Inclusion of diagrams copied directly in this manner without appropriate referencing is unacceptable and has been highlighted as such to students. Assessment guidelines will be modified accordingly to ensure that expectations in relation to inclusion of diagrammatic materials are made explicit.

Action Required:

Course Director to liaise with Module Leaders regarding modification of assignment guidelines.

Action Deadline:

01-Nov-2015

Action assigned to:

Course Director and Module Leaders

Assessment Procedures

Please comment, as appropriate, on:

3.1 Assessment methods (relevance to learning objectives and curriculum)

There are a good range of assessments (MCQs, SAQs, written assignments). Overall the externs believe that the combination of these assessment methods satisfies and examines the learning objectives and curricula. On one occasion (Diagnostic techniques) the externs felt that the BSc assignment topics were not relevant to this module specifically, but rather linked more to CNP / professional development.

Response from college requested: YES

Dr E.M

Nothing to add

COURSE DIRECTOR: Miss Rachel Lumbis

Course Director Response:

Comments received in relation to the Diagnostic Techniques BSc assignment mirror reflections made by the current Course Director and predecessor to this role. Recent observations have also revealed a high number of assignments completed by VN BSc students in comparison to other BSc courses. Both issues are due to be discussed at the next VN team meeting.

Action Required:

VN team to discuss and make appropriate recommendations for consideration by the relevant committees.

Action Deadline:

26-Oct-2015

Action assigned to:

Course Director in liaison with VN team

3.2 Extent to which assessment procedures are rigorous

Assessment across a range of methods (MCQs, SAQs, assignments) is of a high quality and well marked. There is very good use of double marking and/ or sample marking across the modules. Care needs to be taken when marking resubmitted written assignments at re-sit, to ensure that marking remains consistent (e.g. in CNP2). The externs feel that if MCQs are to be banked and reused for future exams that careful analysis of statistics must take place to ensure that questions perform appropriately.

Response from college requested: YES

Dr E.M

Nothing to add

COURSE DIRECTOR: Miss Rachel Lumbis

Course Director Response:

The exams team monitor MCQ performance through the use of statistical analysis and any question ambiguity or evidence of poor performance is highlighted to, and discussed with, module leaders when exam papers are being compiled. The issues surrounding the remarking of work was discussed at the exam board meeting. If a piece of work is marked down at re-submission stage, it was agreed that the Exams Office will flag this to the marker and clarify their reasons for a reduction in the marks awarded.

Action Required:

Exams Office to liaise with individual module leaders with regard to individual question performance and overall evaluation of each examination.

Action Deadline:

01-Dec-2015

Action assigned to:

Exams Office and Module Leaders

3.3 Consistency of the level of assessment with the Framework for Higher Education Qualifications (FHEQ)

Based upon the work seen and the external examiners' knowledge and prior experience, the level of assessment closely matches the FHEQ.

Response from college requested: **YES**

Dr E.M

Nothing to add

COURSE DIRECTOR: Miss Rachel Lumbis

Course Director Response:

Thank you for these comments which will be fed back to module leaders and contributors.

Action Required:

Action Deadline:

Action assigned to:

3.4 Standard of marking

The standards are aided by common grading scheme (CGS) and 10 point marking schemes. Use of sample marking is very good. Following a recommendation in previous Externs' report, marking distribution graphs for the Short Answer Questions were provided in June/July but have not been made available on this occasion. It would be beneficial for staff and externs to have these for all exams. It was noted that there was an appropriate range of marks for most Short Answer Questions (SAQ) . The only SAQ with a more unusual distribution of marks was SAQ No 3 in CNP II but as this was 1 SAQ out of 5, it was felt this actually have acted as a good 'discriminating' question to more rigorously assess student performance and knowledge.

Response from college requested: YES

Dr E.M

Nothing to add

COURSE DIRECTOR: Miss Rachel Lumbis

Course Director Response:

Apologies for the absence of distribution graphs on this occasion but these are freely available from the Exams Office and can be requested by Externs.

Action Required:

Externs to advise the Exams Office if any additional documentation or supplementary evidence is required.

Action Deadline:

01-Jul-2016

Action assigned to:

External Examiners

3.5 In your view, are the procedures for assessment and the determination of awards sound and fairly conducted? (e.g. Briefing, Exam administration, marking arrangements, Board of Examiners, participation by External Examiners)

Yes externs are satisfied with the procedures.

Response from college requested: YES

Dr E.M

Nothing to add

3.6 Opinion on changes to the assessment procedures from previous years in which you have examined

No significant changes were noted.

Response from college requested: YES

Dr E.M

Nothing to add

3.7 Please provide any additional comments and recommendations regarding the procedures

It was noted that 13 of 30 Foundation degree students in Cohort 11 (Year 1) failed the Communications Essay in CNP11 at first attempt. The externs suggest that model essays from previous years (anonymised and used with appropriate consent) may help aid/ improve Year 1 students' understanding of this assignment and the standards required.

Response from college requested: YES

Dr E.M

Nothing to add

COURSE DIRECTOR: Miss Rachel Lumbis

Course Director Response:

The use of anonymised student work as exemplars for future students has been successfully incorporated into other modules but is dependent on students providing consent for their work to be used in this way. The CNP2 module leader is open to this idea and will identify suitable assignments and seek student permission ahead of the start of this module in 2015/16.

Action Required:

CNP2 module leader to identify suitable assignments to be used as exemplars and contact the appropriate students for permission.

Action Deadline:

01-Apr-2016

Action assigned to:

CNP2 Module Leader

General Statements

4.1 Comments I have made in previous years have been addressed to my satisfaction

Yes

Additional comments, particularly if your answer was no:

As always, the RVC staff appear very receptive to our suggestions in relation to exam questions and also in general on the assessment procedures and do respond very effectively to our input. It is important that changes are however maintained for future exams (note comments in section 3 re SAQ statistics).

Response from college requested: **YES**

Dr E.M

Nothing to add

COURSE DIRECTOR: Miss Rachel Lumbis

Course Director Response:

Comments received by External Examiners are appreciated and acted upon wherever possible. Apologies for the absence of distribution graphs on this occasion but these are freely available from the Exams Office and can be requested by Externs.

Action Required:

Action Deadline:

01-Jul-2016

Action assigned to:

4.2 An acceptable response has been made

Yes

Additional comments, particularly if your answer was no:

Response from college requested: **NO**

Dr E.M

No comments

4.3 I approved the papers for the Examination

Yes

Additional comments, particularly if your answer was no:

Externs see all papers prior to the exams and have ample time to make comments. All comments made by externs are utilised in preparation of final exam scripts.

Response from college requested: **YES**

Dr E.M

Nothing to add

4.4 I was able to scrutinise an adequate sample of students' work and marks to enable me to carry out my duties

Yes

Additional comments, particularly if your answer was no:

The exam scripts and assignments were available and well-organised for external review at the time of visit.

Response from college requested: YES

Dr E.M

Nothing to add

4.5 I attended the meeting of the Board of Examiners held to approve the results of the Examination

Yes

Additional comments, particularly if your answer was no:

Response from college requested: NO

Dr E.M

No comments

4.6 Candidates were considered impartially and fairly

Yes

Additional comments, particularly if your answer was no:

Response from college requested: NO

Dr E.M

No comments

4.7 The standards set for the awards are appropriate for qualifications at this level, in this subject

Yes

Additional comments, particularly if your answer was no:

Response from college requested: NO

Dr E.M

No comments

4.8 The standards of student performance are comparable with similar programmes or subjects in other UK institutions with which I am familiar

Yes

Additional comments, particularly if your answer was no:

Response from college requested: NO

Dr E.M

No comments

4.9 I have received enough support to carry out my role

Yes

Additional comments, particularly if your answer was no:

As previously the externs wish to thank the RVC staff (especially John Sanger in Exams Office and the VN staff) for their help and support in carrying out their role & duties. Exam papers and marks were ready, well-organised and available on arrival of the externs. Preparations for the externs visiting are always very thorough and much appreciated.

Response from college requested: YES

Dr E.M

Nothing to add and fully agree

4.10 I have received sufficient information to carry out my role (where information was insufficient, please give details)

Yes

Additional comments, particularly if your answer was no:

Externs feel they are well-briefed and that communication throughout the year from the RVC is excellent as the externs are copied on frequent relevant course e-mails while away from RVC.

Response from college requested: YES

Dr E.M

Nothing to add

4.11 Appropriate procedures and processes have been followed

Yes

Additional comments, particularly if your answer was no:

Response from college requested: NO

Dr E.M

No comments

4.12 The processes for assessment and the determination of awards are sound

Yes

Additional comments, particularly if your answer was no:

Response from college requested: NO

Dr E.M

No comments

Completion

If you have identified any areas of good practice, please comment more fully here. We may use information provided in our annual external examining report:

Do you have any suggestions for improvements based on experience at other institutes? We may use information provided in our annual external examining report:

Response from college requested: **NO**

Dr E.M

No comments

External Examiner comments: For College information only (Responses to External Examiners are published on the College's website. Please only use this box to add any comments that you wish to remain confidential, if any)

Response from college requested: **NO**

