**ANNUAL QUALITY IMPROVEMENT REPORT 2021/22**

**Appendix 3: External Examiners’ report**

**MSc Wild Animal Biology and Wild Animal Health**

This appendix contains Year Leader’s responses to 2021/22 External Examiners’ comments and updates to actions from previous External Examiners’ reports (if applicable).

As Course Director please ensure you reflect on External Examiners’ comments in the Course Review section. Please ensure that any actions to be taken in response to these comments have been recorded in your Annual Quality Improvement Report.

For support or advice please contact Ana Filipovic, Academic Quality Officer ‘Standards’, [afilipovic@rvc.ac.uk](mailto:afilipovic@rvc.ac.uk), 01707666938

Appendix 3 consists of:

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| a. | Updates to actions from previous years’ reports – n/a |
| b. | 21/22 Collaborative Annual Report with responses from Course Director |

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| Actions from previous years | Course Director’s response | Action | Update |
| 3.4 Standard of marking    Standard of marking is good. Having a set of examiners that read through all the exam answers or that participate in multiple vivas, helps providing more consistent marking. There was degree of confusion in the marking of the vivas with two different forms being used in the earliest sessions and with some examiners using half marks and others not.  Some excellently run vivas were observed but also observed some differences in the intensity and depth of questioning, but this did not have an impact on the final mark for each student. | Course Director’s response:  We agree that there was confusion on the day of the vivas between the use of two different marking forms. This was due to a changeover of markschemes. This was discussed during the exam board meeting following the viva to ensure that there was no detrimental effect on students but we agree that this should not be occurring. We will work with the exams office to ensure that this is addressed in good time before the next round of vivas. The use of half marks is something that we have been asked to promote following previous examiner meetings. It is good to hear that some of the examiners are now using them. However, clearly more communication is needed to ensure that these are used by all examiners. | Stuart Patterson, Associate Dean PG Learning and Teaching, to liaise with Brian Catchpole, Director of Assessment about the use of half marks in the viva-examination briefing and to ensure that the correct paperwork is in place for the vivas across all PG courses. | Complete: Paper approved at Spring LTAC |

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This program provides consistent high level and relevant education for emerging conservationists | | | | |  |  | |  |  |  |  |  |  |  |  |  | |  | |  | | --- | |  | | | |  | |  | | --- | |  | |  |  |  | |  |  |  |  |  |  |  |  |  | |  |  | |  | | --- | |  | |  | | | | | | |  | |  |  |  |  |  |  |  |  |  | | |  |  |  |  |  |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | | |  | | --- | | **COURSE DIRECTOR: Dr Maria Diez-Leon** | | **Course Director Response:** | | Thank you, we hope this is the case and continuously work towards raising the standards and quality of our graduates. | | **Action Required:** | |  | | **Action Deadline:** | |  | | **Action assigned to:** | |  | |  | | | | | | | | |  |  | | | |  |  |  |  |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | |  |  |  | |  | | --- | | **1.2   Learning objectives, and the extent to which they were met** | | | | | |  | |  |  |  |  |  |  |  |  |  | |  |  |  | |  | | --- | | Learning objectives were present in some of the exam questions, which were largely met.   Learning objectives were clear in the construction of the questions | | | | |  |  | |  |  |  |  |  |  |  |  |  | |  | |  | | --- | |  | | | |  | |  | | --- | |  | |  |  |  | |  |  |  |  |  |  |  |  |  | |  |  | |  | | --- | |  | |  | | | | | | |  | |  |  |  |  |  |  |  |  |  | | |  |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | --- | | |  | | --- | | **COURSE DIRECTOR: Dr Maria Diez-Leon** | | **Course Director Response:** | | Thank you for your comments. Our goal is that from 2023/24 onwards, LOs will be explicitly stated in all exam questions at the time of exam drafting. | | **Action Required:** | |  | |  | | | | | | | | |  |  | | | |  |  |  |  |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | |  |  |  | |  | | --- | | **1.3   Teaching methods** | | | | | |  | |  |  |  |  |  |  |  |  |  | |  |  |  | |  | | --- | | Much of the course content was online which is unavoidable given Covid 19. Certainly, the means of assessment are highly varied and this variety is a good way of assessing the overall students' abilities, so diverse assessment is responsible for giving the most accurate reflection of learning course content.  Teaching methods were adapted to adjust to remote learning where applicable and appropriate measures taken to support the students, including significant efforts to communicate with, and coach, failing students. | | | | |  |  | |  |  |  |  |  |  |  |  |  | |  | |  | | --- | |  | | | |  | |  | | --- | |  | |  |  |  | |  |  |  |  |  |  |  |  |  | |  |  | |  | | --- | |  | |  | | | | | | |  | |  |  |  |  |  |  |  |  |  | | | |  |  |  |  |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | |  |  |  | |  | | --- | | **1.4   Resources (in so far as they affected the assessment)** | | | | | |  | |  |  |  |  |  |  |  |  |  | |  |  |  | |  | | --- | | NA | | | | |  |  | |  |  |  |  |  |  |  |  |  | |  | |  | | --- | |  | | | |  | |  | | --- | |  | |  |  |  | |  |  |  |  |  |  |  |  |  | |  |  | |  | | --- | |  | |  | | | | | | |  | |  |  |  |  |  |  |  |  |  | | | |  |  |  |  |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | |  |  |  | |  | | --- | | **1.5   Please provide any additional comments and recommendations regarding the Programme** | | | | | |  | |  |  |  |  |  |  |  |  |  | |  |  |  | |  | | --- | | Instructors provide considerable feedback and support with struggling students which is reflected in the high overall pass rate. Struggling students are usually identified early in the programme and communication, coaching and feedback consistently provided. Overall, considerable effort is put into generating thoughtful and interesting exam questions of a standard appropriate for an MSc programme. | | | | |  |  | |  |  |  |  |  |  |  |  |  | |  | |  | | --- | |  | | | |  | |  | | --- | |  | |  |  |  | |  |  |  |  |  |  |  |  |  | |  |  | |  | | --- | |  | |  | | | | | | |  | |  |  |  |  |  |  |  |  |  | | | |  | |  |  |  |  |  | | | |  |  |  |  |  | | --- | --- | --- | --- | --- | |  |  |  |  |  | |  | |  | | --- | | **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** | | | | | |  | |  |  |  |  |  |  |  |  |  | |  |  |  | |  | | --- | | I teach on a conservation medicine course to BSc standard. The level of understanding and appreciation of the subject is significantly greater on this MSc course. Generally, I would say that the overall standard is high, appropriate for an MSc level program. | | | | |  |  | |  |  |  |  |  |  |  |  |  | |  | |  | | --- | |  | | | |  | |  | | --- | |  | |  |  |  | |  |  |  |  |  |  |  |  |  | |  |  | |  | | --- | |  | |  | | | | | | |  | |  |  |  |  |  |  |  |  |  | | | |  |  |  |  |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | |  |  |  | |  | | --- | | **2.2   Quality of candidates’ knowledge and skills, with particular reference to those at the top, middle or bottom of the range** | | | | | |  | |  |  |  |  |  |  |  | |  |  | |  |  |  | |  |  |  | | --- | --- | --- | | One of the pronounced features of this WAB/WAH course is the massive range in quality of student submitted course material. The very best students were accurately recorded as being excellent whereas the weak students often failed the module so much so that it was only approximately 50% of the students who completed the course.  Some exam modules (module 5b) had easier questions than others but that is to be expected in a varied exam system.   |  | | --- | | **COURSE DIRECTOR: Dr Maria Diez-Leon** | | We recognise the inevitable variation in the abilities of our students and are grateful that the external examiners appreciate that our assessments successfully distinguish between these candidates. Occasionally we do get a small number of students failing an individual assessment, however, it is very rare that this leads to a candidate failing the course. Resit opportunities are available for every assessment, and overall degree classification is based upon a cumulative mark across the whole course. In the case of this particular cohort the class size was small and several students either had resit opportunities or had had coursework extensions at the time of the exam board. It is therefore not the case that there were high numbers of students failing the course; rather a small number with delayed completion, mainly due to personal circumstances. | | | | | | |  |  | |  |  |  |  |  |  |  | |  |  | |  | |  | | --- | |  | | | |  | |  | | --- | |  | |  |  |  | |  |  |  |  |  |  |  | |  |  | |  |  | |  | | --- | |  | |  | | | | | | |  | |  |  |  |  |  |  |  | |  |  | | | |  |  |  |  |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | |  |  |  | |  | | --- | | **2.3   Please provide any additional comments and recommendations regarding the students’ performance** | | | | | |  | |  |  |  |  |  |  |  |  |  | |  |  |  | |  | | --- | | It would be interesting to know how this set of marks compared with previous years. Obviously, we have the complications of Covid which have not helped so a significant amount of material has been taught online.   Student cohorts from different years also show a spread of high achievers and struggling students. It should be noted that some cohort years do better than others, though exam standards are the same. | | | | |  |  | |  |  |  |  |  |  |  |  |  | |  | |  | | --- | |  | | | |  | |  | | --- | |  | |  |  |  | |  |  |  |  |  |  |  |  |  | |  |  | |  | | --- | |  | |  | | | | | | |  | |  |  |  |  |  |  |  |  |  | | | |  | |  |  |  |  |  | | | |  |  |  |  |  | | --- | --- | --- | --- | --- | |  |  |  |  |  | |  | |  | | --- | | **Assessment Procedures** | | |  |  | |  |  |  |  |  | |  |  | |  | | --- | | **Please comment, as appropriate, on:** | |  |  | |  |  |  |  |  | |  |  | |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | | |  |  |  |  |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | |  |  |  | |  | | --- | | **3.1   Assessment methods (relevance to learning objectives and curriculum)** | | | | | |  | |  |  |  |  |  |  |  |  |  | |  |  |  | |  | | --- | | Assessment methods were highly varied which is good for giving a thorough reflection of students' learning ability. | | | | |  |  | |  |  |  |  |  |  |  |  |  | |  | |  | | --- | |  | | | |  | |  | | --- | |  | |  |  |  | |  |  |  |  |  |  |  |  |  | |  |  | |  | | --- | |  | |  | | | | | | |  | |  |  |  |  |  |  |  |  |  | | | |  |  |  |  |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | |  |  |  | |  | | --- | | **3.2   Extent to which assessment procedures are rigorous** | | | | | |  | |  |  |  |  |  |  |  |  |  | |  |  |  | |  | | --- | | The standard of questions and marking was high but appropriate for the MSc level qualification.  How often are questions reused and when they are so, can you be certain of the impossibility of their content being leaked to later years? Because of this outside possibility, it is advisable to minimise the reuse of exam questions or at least have 30% new material each year. What is the approximate reuse of Qs rate?  The assessment procedures are rigorous and new content comprises the majority of the exam questions each year. | | | | |  |  | |  |  |  |  |  |  |  |  |  | |  | |  | | --- | |  | | | |  | |  | | --- | |  | |  |  |  | |  |  |  |  |  |  |  |  |  | |  |  | |  | | --- | |  | |  | | | | | | |  | |  |  |  |  |  |  |  |  |  | | |  |  |  |  |  | | --- | --- | --- | --- | --- | | |  | | --- | | **COURSE DIRECTOR: Dr Maria Diez-Leon** | | **Course Director Response:** | | We aim to generate new questions or revise former questions each year, and avoid reusing the exact exam from the previous year. A challenge in these courses has been the high rate of external lecturers, only about half of which would provide new exam questions every year (requests are made every year). This should improve with the restructure of the courses, as a fewer number of externals will be involved in delivery. Whilst a small number of questions will be reused, this is rarely the case in consecutive exams, and because only a small percentage of questions will appear again, it is never possible to predict the contents of a paper. | |  | | | | | | | | |  |  | | | |  |  |  |  |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | |  |  |  | |  | | --- | | **3.3   Consistency of the level of assessment with the Framework for Higher Education Qualifications (FHEQ)** | | | | | |  | |  |  |  |  |  |  |  |  |  | |  |  |  | |  | | --- | | I can see no significant problems in complying with the FHEQ's framework of assessment.  The level of assessment is consistent with the Framework for Higher Education Qualifications | | | | |  |  | |  |  |  |  |  |  |  |  |  | |  | |  | | --- | |  | | | |  | |  | | --- | |  | |  |  |  | |  |  |  |  |  |  |  |  |  | |  |  | |  | | --- | |  | |  | | | | | | |  | |  |  |  |  |  |  |  |  |  | | | |  |  |  |  |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | |  |  |  | |  | | --- | | **3.4   Standard of marking** | | | | | |  | |  |  |  |  |  |  |  |  |  | |  |  |  | |  | | --- | | Exam questions were double marked (double-blind?) which was encouraging to see however there is always the question of how disparities between the markers are thereafter resolved. Generally, exam and essay markers seem to be similar in the grades they were giving. | | | | |  |  | |  |  |  |  |  |  |  |  |  | |  | |  | | --- | |  | | | |  | |  | | --- | |  | |  |  |  | |  |  |  |  |  |  |  |  |  | |  |  | |  | | --- | |  | |  | | | | | | |  | |  |  |  |  |  |  |  |  |  | | |  |  |  |  |  |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | | |  | | --- | | **COURSE DIRECTOR: Dr Maria Diez-Leon** | | **Course Director Response:** | | Exam questions were sample rather than double marked (double blind marking is used for grant application and project marking, i.e. assessment components that represent a higher proportion of the overall degree mark) | | **Action Required:** | |  | | **Action Deadline:** | |  | | **Action assigned to:** | |  | |  | | | | | | | | |  |  | | | |  |  |  |  |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | |  |  |  | |  | | --- | | **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)** | | | | | |  | |  |  |  |  |  |  |  |  |  | |  |  |  | |  | | --- | | Conduct and determination of awards was fairly conducted as far as I could assess. I noticed that quite a few students have relatively high levels of duplication of some of their coursework (eg 65% for Module 8c). How does the RVC deal with issues like plagiarism?   Procedures for assessment and determination of awards are sound and fairly conducted. Discussion at twice annual board meetings provides a forum for feedback from external examiners. | | | | |  |  | |  |  |  |  |  |  |  |  |  | |  | |  | | --- | |  | | | |  | |  | | --- | |  | |  |  |  | |  |  |  |  |  |  |  |  |  | |  |  | |  | | --- | |  | |  | | | | | | |  | |  |  |  |  |  |  |  |  |  | | |  |  |  |  |  | | --- | --- | --- | --- | --- | | |  | | --- | | **COURSE DIRECTOR: Dr Maria Diez-Leon** | | **Course Director Response:** | | Students have to submit their work to Turnitin to check for plagiarism (including of own work), which is then reviewed by markers and flagged for further investigation by relevant academic department if there are concerns. At this point an initial review is made by two members of academic staff, and this process is managed by the RVC’s Academic Misconduct Officer. | |  | | | | | | | | |  |  | | | |  |  |  |  |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | |  |  |  | |  | | --- | | **3.6   Opinion on changes to the assessment procedures from previous years in which you have examined** | | | | | |  | |  |  |  |  |  |  |  |  |  | |  |  |  | |  | | --- | | Assessment procedures were slightly more lenient in Covid years but overall, the high standard of assessment has been maintained. | | | | |  |  | |  |  |  |  |  |  |  |  |  | |  | |  |  |  | | --- | --- | --- | | |  | | --- | | **COLLEGE RESPONSE** | | The COVID-19 pandemic necessitated the adaptation of our regulations, policies and student support mechanisms to account for personal impacts that could reasonably be expected to affect our students. As these adaptations were global and inclusive, the need for students to present an appeal relating to their personal mitigating circumstances were reduced or removed. Examples of these adaptations include [No Detriment Policy (2019/20) and Safety Net Policy (2020/21).](https://www.rvc.ac.uk/Media/Default/About/Academic%20Quality,%20Regulations%20and%20Procedures/Further%20Student%20Policies%20and%20Procedures/Appeals%20and%20Representation%20Policy%20Additional%20Guidance%20re%20COVID-19%20January%202022%20v1.0.pdf) (hyperlinked web document) | | | | |  | |  | | --- | |  | |  |  |  | |  |  |  |  |  |  |  |  |  | |  |  | |  | | --- | |  | |  | | | | | | |  | |  |  |  |  |  |  |  |  |  | | | |  |  |  |  |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | |  |  |  | |  | | --- | | **3.7   Please provide any additional comments and recommendations regarding the procedures** | | | | | |  | |  |  |  |  |  |  |  |  |  | |  |  |  | |  | | --- | | It would have been helpful to have access to an Excel spreadsheet with the students marks and grades during my inspection of the students answers.   The exam and grading process is rigorous and fair with considerable input and discussion from staff. | | | | |  |  | |  |  |  |  |  |  |  |  |  | |  | |  | | --- | |  | | | |  | |  | | --- | |  | |  |  |  | |  |  |  |  |  |  |  |  |  | |  |  | |  | | --- | |  | |  | | | | | | |  | |  |  |  |  |  |  |  |  |  | | |  |  |  |  |  |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | | |  | | --- | | **COLLEGE RESPONSE** | |  | | There is a shared area within RVC Learn for pre board meeting for all examiners to review documents.  External Examiners are asked to report to RVC staff if there is a problem with accessing the document. | |  | |  | |  | |  | |  | |  | |  | | | | | | | | |  |  | | | |  | |  |  |  |  |  | | | |  |  |  |  | | --- | --- | --- | --- | |  |  |  |  | |  | |  | | --- | | **General Statements** | | |  | |  |  |  |  | |  |  | |  | | --- | |  | |  | |  |  |  |  | |  |  | |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | | |  |  |  |  |  |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | |  |  |  | |  | | --- | | **4.1   Comments I have made in previous years have been addressed to my satisfaction** | | | | | |  |  | |  |  |  |  |  |  |  |  |  |  | |  |  |  | |  | | --- | | No | | | | | |  |  | |  |  |  |  |  |  |  |  |  |  | |  |  |  | |  | | --- | | **Additional comments, particularly if your answer was no:** | | | | | | |  | |  |  |  |  |  |  |  |  |  |  | |  |  |  | |  | | --- | | COLLEGE RESPONE:  External Examiners reports are considered, and College responses approved by the Annual Quality Improvement Group. Such reports, with responses are published on the RVC website and External Examiners invited to consider them. See section 4.9 for comments on training and provision of resources. | | | | |  |  |  | |  |  |  |  |  |  |  |  |  |  | |  | |  | | --- | |  | | | |  | |  | | --- | |  | |  |  |  |  | |  |  |  |  |  |  |  |  |  |  | |  |  | |  | | --- | |  | |  | | | | | | |  |  | |  |  |  |  |  |  |  |  |  |  | | | |  |  |  |  |  |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | |  |  |  | |  | | --- | | **4.2   An acceptable response has been made**  **No** | | | | | |  |  | |  |  |  |  |  |  |  |  |  |  | |  |  |  | |  | | --- | | COLLEGE RESPONE:  As per above , under 4.1. | | | | | |  |  | |  |  |  |  |  |  |  |  |  |  | |  |  |  | |  | | --- | | **Additional comments, particularly if your answer was no:** | | | | | | |  | |  |  |  |  |  |  |  |  |  |  | |  |  |  | |  | | --- | |  | | | | |  |  |  | |  |  |  |  |  |  |  |  |  |  | |  | |  | | --- | |  | | | |  | |  | | --- | |  | |  |  |  |  | |  |  |  |  |  |  |  |  |  |  | |  |  | |  | | --- | |  | |  | | | | | | |  |  | |  |  |  |  |  |  |  |  |  |  | | | |  |  |  |  |  |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | |  |  |  | |  | | --- | | **4.3   I approved the papers for the Examination** | | | | | |  |  | |  |  |  |  |  |  |  |  |  |  | |  |  |  | |  | | --- | | **Yes** | | | | | |  |  | |  |  |  |  |  |  |  |  |  |  | |  |  |  | |  | | --- | | **Additional comments, particularly if your answer was no:** | | | | | | |  | |  |  |  |  |  |  |  |  |  |  | |  |  |  | |  | | --- | | I reviewed and approved the papers for examination | | | | |  |  |  | |  |  |  |  |  |  |  |  |  |  | |  | |  | | --- | |  | | | |  | |  | | --- | |  | |  |  |  |  | |  |  |  |  |  |  |  |  |  |  | |  |  | |  | | --- | |  | |  | | | | | | |  |  | |  |  |  |  |  |  |  |  |  |  | | | |  |  |  |  |  |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | |  |  |  | |  | | --- | | **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:** | | | | | | |  | |  |  |  |  |  |  |  |  |  |  | |  |  |  | |  | | --- | | But more time to do a more comprehensive job, would have been helpful. | | | | |  |  |  | |  |  |  |  |  |  |  |  |  |  | |  | |  | | --- | |  | | | |  | |  | | --- | |  | |  |  |  |  | |  |  |  |  |  |  |  |  |  |  | |  |  | |  | | --- | |  | |  | | | | | | |  |  | |  |  |  |  |  |  |  |  |  |  | | |  |  |  |  |  | | --- | --- | --- | --- | --- | | |  | | --- | | **COURSE DIRECTOR: Dr Maria Diez-Leon** | | **Course Director Response:** | | We appreciate this and will try to provide more time next academic year, including inviting External Examiners to conduct their work in person one day before the Exam Board (as used to be the case before pandemic restrictions were in place) | | **Action Required:**  Exams team to liaise with external examiners in advance of the 2022-23 exam boards over their preferred method and location of work.  Action deadline: May 2023 (ahead of Interim exam board)  Action assigned to: Emma Rosenberg as the course examination officer. | | | | | | | | |  |  |  | | | |  |  |  |  |  |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | |  |  |  | |  | | --- | | **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:** | | | | | | |  | |  |  |  |  |  |  |  |  |  |  | |  |  |  | |  | | --- | | Dr Linda Penfold I was out of the country for the final board meeting and did not attend, but attended the earlier midyear meeting. | | | | |  |  |  | |  |  |  |  |  |  |  |  |  |  | |  | |  | | --- | |  | | | |  | |  | | --- | |  | |  |  |  |  | |  |  |  |  |  |  |  |  |  |  | |  |  | |  | | --- | |  | |  | | | | | | |  |  | |  |  |  |  |  |  |  |  |  |  | | | |  |  |  |  |  |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | |  |  |  | |  | | --- | | **4.6   Candidates were considered impartially and fairly** | | | | | |  |  | |  |  |  |  |  |  |  |  |  |  | |  |  |  | |  | | --- | | **Yes** | | | | | |  |  | |  |  |  |  |  |  |  |  |  |  | |  |  |  | |  | | --- | | **Additional comments, particularly if your answer was no:** | | | | | | |  | |  |  |  |  |  |  |  |  |  |  | |  |  |  | |  | | --- | |  | | | | |  |  |  | |  |  |  |  |  |  |  |  |  |  | |  | |  | | --- | |  | | | |  | |  | | --- | |  | |  |  |  |  | |  |  |  |  |  |  |  |  |  |  | |  |  | |  | | --- | |  | |  | | | | | | |  |  | |  |  |  |  |  |  |  |  |  |  | | | |  |  |  |  |  |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | |  |  |  | |  | | --- | | **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:** | | | | | | |  | |  |  |  |  |  |  |  |  |  |  | |  |  |  | |  | | --- | | There were surprisingly low levels of course completion amongst the students. Is this typical? | | | | |  |  |  | |  |  |  |  |  |  |  |  |  |  | |  | |  | | --- | |  | | | |  | |  | | --- | |  | |  |  |  |  | |  |  |  |  |  |  |  |  |  |  | |  |  | |  | | --- | |  | |  | | | | | | |  |  | |  |  |  |  |  |  |  |  |  |  | | |  |  |  |  |  |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | | |  | | --- | | **COURSE DIRECTOR: Dr Maria Diez-Leon** | | **Course Director Response:** | | I don't believe so (this is only my second year on the role) - also note that these students do not resit until the following academic year, and we expect most to complete their course after their resits (see comments above as to why this was particularly an issue for this cohort). | | **Action Required:** | |  | | **Action Deadline:** | |  | | **Action assigned to:** | |  | |  | | | | | | | | |  |  |  | | | |  |  |  |  |  |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | |  |  |  | |  | | --- | | **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:** | | | | | | |  | |  |  |  |  |  |  |  |  |  |  | |  |  |  | |  | | --- | |  | | | | |  |  |  | |  |  |  |  |  |  |  |  |  |  | |  | |  | | --- | |  | | | |  | |  | | --- | |  | |  |  |  |  | |  |  |  |  |  |  |  |  |  |  | |  |  | |  | | --- | |  | |  | | | | | | |  |  | |  |  |  |  |  |  |  |  |  |  | | | |  |  |  |  |  |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | |  |  |  | |  | | --- | | **4.9   I have received enough training and support to carry out my role** | | | | |  | |  | |  |  |  |  |  |  |  |  |  |  | |  |  |  | |  | | --- | | **No** | | | | |  | |  | |  |  |  |  |  |  |  |  |  |  | |  |  |  | |  | | --- | | **Additional comments, particularly if your answer was no:** | | | | |  | | | |  |  |  |  |  |  |  |  |  |  | |  |  |  | |  | | --- | | Getting access to the RVC's virtual learning environment has been problematic both in June and September. | | | | |  |  |  | |  |  |  |  |  |  |  |  |  |  | |  | |  | | --- | |  | | | |  | |  | | --- | |  | |  |  |  |  | |  |  |  |  |  |  |  |  |  |  | |  |  | |  | | --- | |  | |  | | | | | |  | |  | |  |  |  |  |  |  |  |  |  |  | | |  |  |  |  |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | | |  | | --- | | **College Response** | | We apologise for the issues encountered. This was an issue across all courses, while RVC LEARN was implementing a different sign-on function across the board. All reported issues were resolved quickly. We don’t anticipate this to be a problem in the future. External Examiners are now emailed directly by RVC LEARN team with usernames and passwords.  In terms of training for External Examiners, in addition to the online induction, we have organized a f2f training session for all new and existing external examiners in Feb 2023. Unfortunately, not all examiners invited could attend due to other engagements. The recorded material will be shared with all RVC external examiners. The next RVC Examiners forum is planned to take place on Thursday 8th February 2024. | |  | |  | |  | |  | |  | |  | |  | | | | | | | | |  |  |  | | | |  |  |  |  |  |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | |  |  |  | |  | | --- | | **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:** | | | | | | |  | |  |  |  |  |  |  |  |  |  |  | |  |  |  | |  | | --- | | An earlier Excel spreadsheet with student marks would have been very helpful. | | | | |  |  |  | |  |  |  |  |  |  |  |  |  |  | |  | |  | | --- | |  | | | |  | |  | | --- | |  | |  |  |  |  | |  |  |  |  |  |  |  |  |  |  | |  |  | |  | | --- | |  | |  | | | | | | |  |  | |  |  |  |  |  |  |  |  |  |  | | |  |  |  |  |  |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | | |  | | --- | | **COURSE DIRECTOR: Dr Maria Diez-Leon** | | **Course Director Response:** | | Noted. Exams Office tries to provide this as soon as possible, but particularly for the September board, final provisional grades are not known until the day before the board. | | **Action Required:** | |  | | **Action Deadline:** | |  | | **Action assigned to:** | |  | |  | | | | | | | | |  |  |  | | | |  |  |  |  |  |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | |  |  |  | |  | | --- | | **4.11 Appropriate procedures and processes have been followed** | | | | | |  |  | |  |  |  |  |  |  |  |  |  |  | |  |  |  | |  | | --- | | **Yes** | | | | | |  |  | |  |  |  |  |  |  |  |  |  |  | |  |  |  | |  | | --- | | **Additional comments, particularly if your answer was no:** | | | | | | |  | |  |  |  |  |  |  |  |  |  |  | |  |  |  | |  | | --- | | There was meant to be an external examiners' consensual report but I have had no contact with the other external examiner at all. Is this necessary?   Dr Linda Penfold Yes (apologies to the Lead Examiner, I was out of the country). | | | | |  |  |  | |  |  |  |  |  |  |  |  |  |  | |  | |  | | --- | |  | | | |  | |  | | --- | |  | |  |  |  |  | |  |  |  |  |  |  |  |  |  |  | |  |  | |  | | --- | |  | |  | | | | | | |  |  | |  |  |  |  |  |  |  |  |  |  | | |  |  |  |  |  |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | | |  | | --- | | **College Response**  It seems from the collaborating external examiner’s comments above that the issue has been resolved. We would be happy to re-send instructions with external examiners on how to complete collaborative report in the future. Exams team has been actioned to ensure that any new external examiners are introduced to the existing external examiner/Team of external examiners for the course/year of the course in question. | |  | |  | |  | |  | |  | |  | |  | |  | |  | | | | | | | | |  |  |  | | | |  |  |  |  |  |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | |  |  |  | |  | | --- | | **4.12 The processes for assessment and the determination of awards are sound** | | | | | |  |  | |  |  |  |  |  |  |  |  |  |  | |  |  |  | |  | | --- | | **Yes** | | | | | |  |  | |  |  |  |  |  |  |  |  |  |  | |  |  |  | |  | | --- | | **Additional comments, particularly if your answer was no:** | | | | | | |  | |  |  |  |  |  |  |  |  |  |  | |  |  |  | |  | | --- | |  | | | | |  |  |  | |  |  |  |  |  |  |  |  |  |  | |  | |  | | --- | |  | | | |  | |  | | --- | |  | |  |  |  |  | |  |  |  |  |  |  |  |  |  |  | |  |  | |  | | --- | |  | |  | | | | | | |  |  | |  |  |  |  |  |  |  |  |  |  | | | | |  |  |  |  | | | |  |  |  |  |  | | --- | --- | --- | --- | --- | |  |  |  |  |  | |  | |  | | --- | | **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:** | |  |  | |  |  |  |  |  | |  |  | |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | | |  |  |  |  |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | |  |  |  | |  | | --- | | **5.1   Do you have any suggestions for improvements based on experience at other institutes? We may use information provided in our annual external examining report:** | | | | | |  | |  |  |  |  |  |  |  |  |  | |  |  |  | |  | | --- | | Dr Linda Penfold Continued communication and support of struggling students is encouraged. This is an area of good practice that is currently in place. | | | | |  |  | |  |  |  |  |  |  |  |  |  | |  | |  | | --- | |  | | | |  | |  | | --- | |  | |  |  |  | |  |  |  |  |  |  |  |  |  | |  |  | |  | | --- | |  | |  | | | | | | |  | |  |  |  |  |  |  |  |  |  | | |  |  |  |  |  |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | | |  | | --- | | **COURSE DIRECTOR: Dr Maria Diez-Leon** | | **Course Director Response:** | | Thank you | | **Action Required:** | |  | | **Action Deadline:** | |  | | **Action assigned to:** | |  | |  | | | | | | | | |  |  | | | |  |  |  |  |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | |  |  |  | |  | | --- | | **5.2   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)** | | | | | |  | |  |  |  |  |  |  |  |  |  | |  |  |  | |  | | --- | |  | | | | |  |  | |  |  |  |  |  |  |  |  |  | |  | |  | | --- | |  | | | |  | |  | | --- | |  | |  |  |  | |  |  |  |  |  |  |  |  |  | |  |  | |  | | --- | | **COLLEGE RESPONSE**  Many thanks for your collaborative report. | |  | | | | | | |  | |  |  |  |  |  |  |  |  |  | | | |  | |  |  |  |  |  | | | | | | | | |  |  |  |  |  |  |  | | |
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