

ANNUAL QUALITY IMPROVEMENT REPORT 2019/20

Appendix 3: External Examiners' report

Veterinary Gateway

This appendix contains Year Leader's responses to 2019/20 External Examiners' comments and updates to actions from previous External Examiners' reports (if applicable).

As Year Leader/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, 01707666938.

Appendix 3 consists of:

a.	Updates to actions from previous years' reports
b.	2019/20 Collaborative Annual Report with responses from Course Director/Year Leader

Report Question	External Examiners' comment	Course Directors response and actions	Update in 2019/20
<p>1.2 Learning objectives, and the extent to which they were met</p>	<p>... the arithmetic component of questions continues to be a struggle for some students...</p>	<p>Action Required:</p> <p>1. Inheritance, Genetics and Evolution Module Lead to review module content and assessments with the view to supporting students with numeracy issues, in the light of the 2018-19 examination results. (Deadline: April 2020).</p> <p>2. Educational Development Dept. (Laura Hamilton) to develop and deliver numeracy workshops to support students struggling with mathematical concepts/data interpretation in the Inheritance, Genetics and Evolution Module and the Animal Husbandry Module. Also, to run a series of drop-in sessions to address the problems of specific students. (Deadline: April 2020)</p> <p>Gateway Programme Director and exams office to ensure that all examination questions are mapped to specific learning objectives. (Deadline: April 2020).</p>	<p>COMPLETED</p>
<p>1.4 Resources (in so far as they affected the assessment)</p>	<p>This year, examiners noted that adjustments had been made to assessment with fewer essay-style questions. No information was provided to examiners as to the impact of more short-answer style exam questions on staff assessment time or on the speed of feedback to students on in-course assessments. Linked to this are examiner observations on variable feedback style and potential time/resource savings that might be made by a more uniform approach.</p>	<p>Gateway lead, BSc lead and Inheritance, Genetics and Evolution module lead to devise and deliver a pilot online marking/feedback rubric for the Gateway and BSc1 in course assessment. (Deadline: February 2020)</p>	<p>COMPLETED</p>
<p>1.5 Please provide any additional comments and recommendations regarding the Programme</p>	<p>The external examiners would value a print-out of module descriptors and lecture lists being made available on the scrutiny days (or possible emailed prior to arrival).</p>	<p>Gateway lead to provide the external examiners with module descriptor and lecture listings in advance of the July 2020 Exam board. (Deadline: June 2020).</p> <p>Exams office to review External Examiner training documents and the content of the Examiner</p>	<p>COMPLETED</p> <p>COMPLETED Ana Filipovic and John Sanger</p>

	<p>It would also be helpful to examiners (particularly new ones) if the RVC set out their objectives or desires for external examiner action in advance of the scrutiny days. In relation to the point above, it would be valuable if RVC developed a policy document which set out clear guidance for external examiners. As an example, it would be helpful for both staff and examiners to have specific boundaries in relation to the marks achieved by individual students. It is not normal practice for external examiners to be consulted about the marks of a particular student, but this could be stated clearly in a policy document.</p>	<p>Induction Day. In addition, to explore options for the development of an External Examiner policy document. (April 2020)</p>	<p>have reviewed the induction/training and other information available to the external examiners. As a consequence, the RVC webpages dedicated to External Examiners have been redesigned to allow an easy search for different topics. A detailed list of expectations was created. Subsequently this group of externals had been informed and asked to evaluate this change . We note that the externals have responded positively to Q 4.9 and Q 4.10 in this year's report which confirms that they were satisfied with the support and training they received to carry out their role. [Ana Filipovic, Oct 2020]</p>
<p>2.3 Please provide any additional comments and recommendations regarding the students' performance</p>	<p>Since the problem-solving question issues have resulted in some changes to practice, it would be of benefit to the examiners if an academic year-year summary (table or graphical) could be generated of performance in problem-based questions for BSc1 and Gateway. This would be helpful to external examiners and module leaders alike as they would be able to judge at a glance whether their innovations or changes were effecting any improvements in exam outcomes.</p>	<p>Exams Office (John Sanger and Emma Rosenberg) to collate a summary of student performance in problem solving questions since the implementation of the modular Gateway course (to be added to each year in advance of the Exam Board) to assist RVC academics and External Examiners in evaluating question setting best practice policies and student support. (Deadline: April 2020).</p>	<p>COMPLETED</p>
<p>3.2 Extent to which assessment procedures are rigorous</p>	<p>There appeared to be some evidence of discrepancies in the marks awarded to Gateway students for their "Lambing reports"...</p>	<p>Animal Husbandry module leader (Nicola Blackie) to analyse any variation between markers on the 2018-19 Lambing report in-course assessment and to develop a marking rubric to assist academic staff in producing consistent feedback on future reports. (Deadline: February 2020)</p>	<p>COMPLETED</p>

<p>3.4 Standard of marking</p>	<p>One area for concern One is in the consistency of feedback style and quality....</p>	<p>Action Required:</p> <p>Gateway Programme Director to inform module leaders of External Examiner feedback regarding accessibility and quality of written feedback, and allocation of marks on examination scripts (as detailed in the response to the External Examiner Report). (Deadline: October 2019).</p> <p>Gateway Programme Director to inform module leaders of External Examiner feedback regarding consistency and quality of student feedback using online in-course assessment methods, and the need to provide detailed feedback to all students (including those who score highly), (as detailed in the response to the External Examiner Report). (Deadline: October 2019).</p> <p>Gateway Programme Director to request that module leaders include information regarding referencing in all in-course assessment guidance sheets. (Deadline: September 2019).</p>	<p>COMPLETE</p>
<p>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)</p>	<p>There are a large number of in-course assessments, and the examiners would ideally like to have a reasonably objective method of comparing the grades awarded, it may be useful to develop a sampling strategy.</p>	<p>Examinations office to explore the feasibility of providing external examiners with the information requested in their report, regarding accessing/sampling in-course assessments. (Deadline: April 2020).</p>	<p>COMPLETED</p>
<p>3.7 Please provide any additional comments and recommendations regarding the procedures</p>	<p>We note a comment from the 2017.18 examiner report - "For example, bundles of scripts could be pre-prepared with samples from high- medium- and low-performing candidates already selected and identified.". This didn't happen for 2018.19 and would expedite the examiner process. For all years, an additional graphical display of mark distribution for examiners would be appreciated in future years.</p>	<p>Examinations office to prepare samples of scripts from high-medium- and low-performing Gateway Programme candidates in advance of the External Examiners' visit to expedite the examiner process. In addition, to produce a graphical display of mark distribution for external examiners in advance of their visit. (Deadline: June 2020)</p>	<p>COMPLETED</p>

Collaborative Report

Exam board meeting: 29-Jun-2020

Veterinary Gateway Programme, 2019/20

Lead examiner: Professor William Holt

Collaborating examiner(s): Dr Lucy Green

The Programme

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

1.1 Course content

As a general observation, course content is appropriate for the Gateway modules. There is considerable variety of topics for students, ensuring that they can both demonstrate their strengths and offset their weaknesses.

COURSE DIRECTOR: Dr Lisa Thurston

Course Director Response:

Many thanks for your positive comments. We have strived to create a dynamic and exciting course for these widening participation students who aspire to the study of veterinary medicine and we are very proud of how this year has been received by students and staff alike.

Action Required:

Action Deadline:

Action assigned to:

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

The learning objectives for each course were clearly stated or found on RVC LEARN and readily accessible to us and the students. Exam questions appear to cover the teaching blueprint and learning outcomes.

Learning objectives were stated in most draft examination papers for Gateway. This has improved from previous years.

COURSE DIRECTOR: Dr Lisa Thurston

Course Director Response:

Thank you for noting the positive effect of mapping learning objectives onto the examination papers. We will continue to encourage all staff to engage with this process. We are also pleased that all learning objectives were easily accessible on Learn and in the module handbooks.

Action Required:

Action Deadline:

Action assigned to:

1.3 Teaching methods

Teaching methods, which include didactic lectures, small group teaching, practicals, guided self-directed learning, research projects and a period of practical on-farm experience, appear appropriate.

The examiners note that COVID-19 will have impacted substantially on teaching and assessment processes in Semester / term 2. We also note that the College adapted its methods quickly and attempted to mitigate negative impact on students.

COURSE DIRECTOR: Dr Lisa Thurston

Course Director Response:

We are particularly proud of the variety of teaching strategies employed on the Gateway course and will continue to provide a broad spectrum of content delivery styles. Thankfully, the majority of term 2 teaching was complete before the advent of Covid-19 lockdown restrictions, however the Gateway students were unable to attend their lambing AHMS and so their lambing report was modified to utilise an exemplar data set. All term 3 teaching and the April 2020 examinations were successfully delivered online with good levels of student engagement and feedback.

Action Required:

Action Deadline:

Action assigned to:

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

There were no resource issues identified during the review of the examinations.

COURSE DIRECTOR: Dr Lisa Thurston

Course Director Response:

We thank the External Examiners for their positive comments regarding the academic resources and on-site facilities that enhance our students' learning experience.

Action Required:

Action Deadline:

Action assigned to:

1.5 Please provide any additional comments and recommendations regarding the Programme

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

The performance of students in all programmes is comparable to what we have observed in Russell Group universities offering similar or related programmes of study (Birmingham, Nottingham, Southampton, Sheffield, Cardiff).

COURSE DIRECTOR: Dr Lisa Thurston

Course Director Response:

We are reassured that our students are performing at a level comparable with partner institutions.

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

A notable outcome of this year's examination results was that they were consistently higher than last year's, in some cases to a remarkable extent. Interestingly, there was a marked improvement in student performance in the "Inheritance, Genes and Evolution" (IGE) module which, despite producing lower marks than the other modules (median was 45%, while all other modules produced medians above 50%) was much higher than last year's equivalent IGE score (26.63%). While some of the overall improvement may have been linked with the different circumstances under which these exams were taken, the IGE exams were undertaken in the normal way and did not involve open books. As IGE has been a problem module for several years in terms of low exam marks, it seems that the lecturing staff have managed to adapt their style of teaching or exam formats in ways that are more suitable for these students. It is also possible that the cohort of students has a generally higher level of ability than those of previous years.

It is also worth noting the increased marks for the "Integrated Physiology 1" module, which rose from a median score of 52.5% in 2019 to 68.34% in 2020. The reason for this is not immediately obvious, but it may be worth focusing on this outcome to see whether there are any clues that could be exploited in future courses.

It was clear from the coursework and library projects that many of the students tackled their essays enthusiastically, and some produced work of an exceptionally high standard. I (WVH) was especially impressed with one essay that described non-genomic impacts of sperm components, such as microRNAs and phospholipases, that induce post-fertilisation effects on embryonic development. This was a highly topical essay with references to recent publications and was almost of a publishable standard.

As in previous years the students did well in the animal husbandry module (median 75.01%), possibly reflecting their level of interest and existing knowledge of the subject.

As part of their course, the Gateway students have to spend some time on a farm during the lambing season and then write a broadly based analytical account of their experience. Although their reports are of generally good quality, the writing exercise highlights differences in the students' abilities as final marks ranged between about 45% and >80%. The markers provided consistently good and helpful feedback and explained where marks were lost or gained.

COURSE DIRECTOR: Dr Lisa Thurston

Course Director Response:

We are encouraged to see that the educational development opportunities put in place for the support of Gateway students are starting to have a positive impact on their in-course assessment and examination results. As specified by the external examiners, the improved performance has been particularly significant for the Inheritance, Genes and Evolution module, which saw an increase in its median mark from 26.63% in 2018-19 to 45% in 2019-20. It is important to note that the Inheritance, Genes and Evolution module teaching took place in term 1 and was assessed in January 2020 before the Covid-19 restrictions, so these results reflect summatively assessed performance and not the result of an open-book examination.

In 2019-20, the Inheritance, Genes and Evolution module had a new Module Leader, who was tasked with reviewing content and assessment with the view to supporting struggling students. In previous years, the low performance of the Gateway student cohort was thought to be related to a lack of confidence with numeracy issues. In response, we implemented a number of support mechanisms to assist this widening participation cohort to develop their numeracy skills, including maths-based problem solving Skills Tutorials and multiple data interpretation-based Directed Learning sessions throughout the course including on the Inheritance, Genetics and Evolution module. In addition, we modified the order of numeracy-based examination questions in order to reduce student anxiety when first confronted with a mathematically based question and ensured that all examination questions incorporate sub-sections which 'stand alone' and will not necessitate a correct answer in a previous section in order to score well in subsequent sections.

It is entirely possible that these student support and development strategies have had a positive impact on performance across the Gateway course as shown in the exemplary performance of students in the Integrated Physiology 1 module and the library project. However, we must be cautious making conclusions on improved performance for modules assessed in the April 2020 examinations as these assessments were open-book, following the need to examine students remotely due to the Covid-19 pandemic. Having said that, assessment of the library reports was not significantly altered and so the outstanding performance of many of our students does reflect improved performance across the year group.

We thank the external examiners for their comments on the ability of the Animal Husbandry module in-course assessment to differentiate between student performance across all grade boundaries. Due to Covid-19, students were unable to complete their lambing AHMS over Easter 2020 and so were unable to obtain individual farm data sets. Instead, students were given an exemplar data set from which to write their analytical lambing report. It is possible that students of lower ability were more challenged by the analysis of the exemplar data set rather than data collected first hand with direct relevance to their own practical experience. I am encouraged therefore to see that the external examiners have praised the feedback that students received on their lambing reports as 'consistently good and helpful'.

Action Required:**Action Deadline:****Action assigned to:****2.3 Please provide any additional comments and recommendations regarding the students' performance**

No further comments.

Please comment, as appropriate, on:

3.1 Assessment methods (relevance to learning objectives and curriculum)

Due to COVID-19, Gateway assessments were formative only and all students progress to the following year. In all programmes, there is a good range of assessment methods; this variety provides students with several ways to demonstrate their knowledge and there is no reliance on a single method of assessment. This is in line with the sector.

The heavy reliance on the essays seen in previous years appears to become less which we welcome. A continuing move towards full online assessments would eradicate a few remaining issues with poor handwriting (students as well as markers occasionally) in short answer questions and project write-ups.

COURSE DIRECTOR: Dr Lisa Thurston

Course Director Response:

In 2019-20, the January summative examinations went ahead as planned. However, due to the advent of Covid-19 restrictions, the April examinations were moved to remote online open-book assessments. Students were still provided with extensive feedback for each module assessment including a module mark. Students were also provided with a year mark. Due to Covid-19, all students who engaged with the assessment process (as determined by attendance at each module examination and submission of each in-course assessment) progressed onto year 1 of the Veterinary Medicine degree. Those students who did not engage with each assessment will be given the opportunity to do so in August 2020.

We designed the examinations so they comprised of a mix of multiple choice, problem solving and short answer questions. In doing this, we hope that the students have been motivated to develop a diverse approach to their learning, being able to apply their knowledge in the form of data interpretation, clinical assessment and short explanations.

As stated by the external examiners, the removal of essay-style questions brings the Gateway Programme assessments into line with examinations in latter years of the course and also with similar modular courses at other Russell Groups Universities.

As noted by the External Examiners, an additional benefit of the online assessment format is that marking of papers has become more time efficient and straightforward for academic staff, increasing the potential for team marking using rigorous model answers and marking breakdowns. It has also helped to address issues such as deciphering poor handwriting. In 2019-20, we ran the April exams as open-book formative assessments. It is likely that in 2020-21 we will have to continue to implement some forms of online assessment and will need to explore proctoring software if we are to run these as summative examinations.

Action Required:

Lisa Thurston: To finalise assessment planning relating to Covid-19 restrictions in 2020-21 and explore the possible use of proctoring software to enable us to provide a summative examination strategy.

Action Deadline:

01-Oct-2020

Action assigned to:

L Thurston

3.2 Extent to which assessment procedures are rigorous

We note previous examiner steer to analyse marking according to marker. This was being investigated but the outcome of these analyses is not known to the examiners. We note that for pre-COVID exams the moderation / sample marking was working effectively. The procedure for exam script scrutiny was effective.

Due to COVID-19, some assessments were only 1st-marked.

COVID-19 will have substantially impacted on Gateway student learning, and it seems likely that it will continue to be felt in the subsequent years by some students. This will need to be monitored and mitigated where possible.

COURSE DIRECTOR: Dr Lisa Thurston

Course Director Response:

We thank the external examiners for their positive comments regarding the rigor of our moderation processes.

The External Examiners' refer to 2018-19 marker variation in the Animal Husbandry in-course assessment (Lambing Report) and the need for analysis of this variation. This year, the Animal Husbandry module in-course assessment was marked by a smaller number of staff than in the previous year, utilising a marking rubric that linked student performance and learning objectives with specific grade boundaries. This has helped to bring about consistency of marking across examiners.

We agree that Covid-19 related impacts on student learning may be felt for some years to come, particularly given that the Gateway students are a widening participation cohort. All students who have not met the 50% pass mark, have failed any modules (scoring less than 40%) or who have more than two qualified failing modules (scoring between 40-50%), will be referred for additional educational support and development sessions during the next year of their course. Tutors will also be informed if any of their tutees meet the above criteria so that they can monitor progress and engagement carefully.

Action Required:

Action Deadline:

Action assigned to:

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

The level of assessment in all programmes is entirely consistent with the FHEQ.

COURSE DIRECTOR: Dr Lisa Thurston

Course Director Response:

We thank the external examiners for this positive comment.

Action Required:

Action Deadline:

Action assigned to:

3.4 Standard of marking

There was evidence of good practice in many places. Notably, the quality of feedback for Gateway 1 library projects was high. Overall the standard of marking has improved over the last few years. It is noted however that for some assessments there is still inconsistency between markers in style and quality of feedback. We understand from the exams office that steer was given to staff to avoid annotation of work so that feedback to students could be automated. This is an understandable practical approach but has disadvantages in the precision of feedback that can be offered to the students. As previously noted, a consensus between markers on style will maximize the value to the students. It is almost as if this needs a structured audit, to bring home the point to markers. Also, prior to marking it may be worth asking the module leads to provide an example of the marking style expected.

Types of issues noted are as follows: 1) the number of ticks for SAQ / PSQ should match the marks awarded; 2) state the marks awarded per section in SAQ / PSQ; always mark in a pen colour distinct from the student's; 3) Inconsistency in whether work was annotated or not; 4) not all markers indicate where / why a mark has been lost by adding comments; 4) some feedback comments are very vague / gestural; 5) some markers inserted the generic marking guide into the feedback as way for students to self-assess against the grade award; 6) In some instances the common grading scheme was mentioned but no breakdown of marks shown. Often the marking tended to be grouped by project section (aims, methods etc.) rather than features from the common marking scheme (like understanding, critical thinking, etc.). The style of marking and feedback appeared to be very much dependent upon the individual marker. A point to consider is whether the current feedback style would be enhanced by formal comments around features of the common marking scheme. There were instances where the descriptor words like 'good' or 'very good' didn't link up with the mark awarded.

COURSE DIRECTOR: Dr Lisa Thurston

Course Director Response:

We thank the External Examiners' for their positive comments on the improvement in the standard of marking in examinations and in-course assessments. In addition, we thank them for their positive comments on the quality of feedback provided on in-course assessments, and note their concerns regarding the consistency of feedback styles on examination scripts.

Due to Covid-19 related remote online examinations, we were forced this year to ask markers to provide online feedback only, something that prevented annotation of scripts. This may remain marking policy into 2020-21, at least for the January 2021 examinations. The use of online marking has enabled us to address some of the external examiners' concerns regarding assignment of marks within a question, as online problem solving questions are marked by sub-section, giving the student a more clear definition of areas where they went wrong. Once we return to marking of physical examination scripts, we will again encourage markers to comply with the External Examiners' suggestions regarding the accessibility of written feedback, for instance, that on-script annotations should, where possible, relate to the breakdown of marks in the model answer and the use of contrasting pen colours and not pencil. Whether assessments are run remotely or in person, we will continue to encourage staff to provide a good standard of feedback on examination scripts and will make suggestions on the format of this feedback which, should be individualised and reflect the common marking scheme.

Following feedback from the 2018-19 external examiners report, in 2019-20, we ensured that (1) the allocation of marks in short answer and problem solving questions was determined in advance of the assessment and was made transparent to the students on the examination paper; (2) all in-course assessment guidance sheets included information regarding the correct use of referencing, as referred to in the common grading scheme.

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)

The procedures employed by the College were fair and all carried out with great efficiency by the Examinations Office. External examiners were given ample opportunity to ask questions or express their opinion despite the necessary move to online scrutiny of papers and online meetings due to the coronavirus (COVID-19) outbreak. We are grateful to the exams office for their clear communication around the time of exam paper scrutiny, preparation for external examining, and clear links / access to the online systems.

COURSE DIRECTOR: Dr Lisa Thurston

Course Director Response:

We would like to thank the RVC Exams Office staff, in particular Adam Osgood and Emma Rosenberg, for their efficiency in running the Gateway assessments and assisting the External Examiners.

Action Required:

Action Deadline:

Action assigned to:

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

It is quite difficult to comment on this in light of the COVID circumstances. The assessment procedures had to be adjusted to the coronavirus (COVID-19) outbreak in 2020. As noted, it will be important for the College to keep an eye on the pathway of individual students to mitigate impact of the pandemic on their learning and ability to perform effectively in assessments in subsequent years.

Most examinations were already completed by the time national lockdown implementations were introduced; however, this had an impact on some research project work which could not be completed. The RVC agreed and published a 'No detriment' policy for graduating students for summative assessments which was clearly communicated and adhered to in the following assessment procedures.

COURSE DIRECTOR: Dr Lisa Thurston

Course Director Response:

We thank the external examiners for their comments and confirm that policies are in place to support students progressing onto the next year of their course (see earlier comments).

To clarify, the Gateway research projects are library-based research projects and as such, should have been mostly unaffected by the Covid-19 restrictions. We do acknowledge however, that some students may have been disadvantaged by not having a series of in-person meetings with their project supervisor. We are confident that online supervisor contact via Microsoft Teams was productive for the majority of students.

Action Required:

Action Deadline:

Action assigned to:

3.7 Please provide any additional comments and recommendations regarding the procedures

As an external examiner working from home this year I was able to devote more time to reading through the in course assessments and library projects than in the past. This was a beneficial experience and added considerably to my appreciation of the student abilities. It may be worth trying to retain this option for future external examiners.

COURSE DIRECTOR: Dr Lisa Thurston

Course Director Response:

We are pleased that the external examiners were able to review our in-course assessments and library projects in advance of the Progression Board this year and agree that it would be advantageous to continue this option in future years.

Action Required:

Lisa Thurston, Adam Osgood, Emma Rosenberg: To explore the possibility that external examiners could have access the Gateway in-course assessments and library projects in advance of the date of the Exam Board.

Action Deadline:

03-May-2021

Action assigned to:

L Thurston, A Osgood, E Rosenberg

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

Yes

Additional comments, particularly if your answer was no:

4.2 An acceptable response has been made

Yes

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:

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:

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:

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:

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 support to carry out my role

Yes

Additional comments, particularly if your answer was no:

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:

4.11 Appropriate procedures and processes have been followed

Yes

Additional comments, particularly if your answer was no:

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:

Using a full online assessment system would make the assessment procedure less prone to mistakes like wrong counting of marks/points, resolve the handwriting issue and facilitate reporting and analysis of results.

COURSE DIRECTOR: Dr Lisa Thurston

Course Director Response:

We thank the external examiner for this suggestion and agree with the statement. It is likely that in 2020-21 we will continue to implement some forms of online assessment which may form the basis of examinations in future years. This suggestion was minuted at the Gateway Progression Board and so, will be passed to the BVetMed course director and Learning Teaching and Assessment Committee for consideration.

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)

