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--- | --- | --- | --- | --- | --- | --- | --- | |  | |  | | --- | | **Collaborative Report** | | | |  |  |  | |  |  | |  | | --- | | **Exam board meeting: 12-Sep-2023** | |  | |  |  |  |  |  |  |  | |  |  |  | |  | | --- | | **BSc and FdSc in Veterinary Nursing, 2022/23** | | | |  | |  |  |  |  |  |  |  | |  |  | |  | | --- | | **Lead examiner: Dr Jane Furness** | | | | |  | |  |  |  |  |  |  |  | |  |  | |  | | --- | | **Collaborating examiner(s): Ms Carly Thornton** | | | | |  | |  |  |  |  |  |  |  | |  | |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  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|  |  |  |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | --- | --- | --- | |  |  | |  | | --- | | **1.1   Course content** | | | | | |  | |  |  |  |  |  |  |  |  | |  |  | |  | | --- | | The progress and assessment of the student cohort 16 and cohort 17 were reviewed in preparation for the Examination Board which was held on Wednesday 28th June 2023. The progress and assessment of cohort 18 and cohort 19 were reviewed in preparation for the Examination Board which was held on Wednesday 13th September 2023. At the September Board a small number of resit candidates were also considered. The following modules were reviewed.  Cohort 19, Year One  Applied Animal Health and Welfare 1 (30 credits)  Applied Animal Health and Welfare 2 (30 credits)  Academic and Professional Development 1 (30 credits)  Cohort 18, Year Two  Academic and Professional Development 2 (15 credits) Diagnostic Techniques (30 credits) Theatre Practice (15 credits) Understanding Disease (15 credits) Veterinary Anaesthesia (15 credits) Emergency and Critical Care (15 credits)  Cohort 17, Year Three The Professional Veterinary Nurse (15 credits) Academic and Professional Development 3 (30 credits)   Cohort 16, Year Four  Pathology (elective, 15 credits) Advanced Practice Toolkit (elective, 15 credits) Emergency and Critical Care (elective, 30 credits) Anaesthesia and Analgesia (elective, 30 credits) Research Methods (30 credits) Final Research Project (60 credits)  One external examiner attended the resit OSCEs on Tuesday 13th June 2023. Throughout the modules reviewed, the content reflected the range of material required to meet the course requirements. With the provision of elective modules in the latter stages of the course, there is an opportunity for students to select areas of interest and study them in additional depth. The research projects covered a wide range of areas which were contemporary and relevant to clinical practice and research academia. Students were supported and guided throughout their research journey. The delivery team should be commended for their enthusiasm and commitment in the delivery of the course throughout the different cohorts to an exemplary standard. | | | | |  |  | |  |  |  |  |  |  |  |  | |  | |  | | --- | |  | | |  | |  | | --- | |  | |  |  |  | |  |  |  |  |  |  |  |  | | | |  |  |  |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | --- | --- | --- | |  |  | |  | | --- | | **1.2   Learning objectives, and the extent to which they were met** | | | | | |  | |  |  |  |  |  |  |  |  | |  |  | |  | | --- | | All learning objectives were met by the work reviewed as documented above. Blue prints are produced to ensure that assessments are being mapped to the appropriate learning outcomes. From the reviewed papers and student assessment work it is evident that the veterinary nursing team deliver consistently above the basic minimum requirements to meet the learning objectives and students are encouraged to explore more widely relevant subject material. | | | | |  |  | |  |  |  |  |  |  |  |  | |  | |  | | --- | |  | | |  | |  | | --- | |  | |  |  |  | |  |  |  |  |  |  |  |  | | | |  |  |  |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | --- | --- | --- | |  |  | |  | | --- | | **1.3   Teaching methods** | | | | | |  | |  |  |  |  |  |  |  |  | |  |  | |  | | --- | | A range of both synchronous and asynchronous teaching methods are utilised. | | | | |  |  | |  |  |  |  |  |  |  |  | |  | |  | | --- | |  | | |  | |  | | --- | |  | |  |  |  | |  |  |  |  |  |  |  |  | | | |  |  |  |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | --- | --- | --- | |  |  | |  | | --- | | **1.4   Resources (in so far as they affected the assessment)** | | | | | |  | |  |  |  |  |  |  |  |  | |  |  | |  | | --- | | The experienced team deal effectively with the large workload demands of the programme and with the return of key staff and recruitment within the administration team, it is hoped that staff may have an improved work-life balance than in previous years.  **Course Director’s response:**  Processes are being created to ensure that leadership roles can be covered appropriately as needed. We are currently focussing on role modelling appropriate working practices to our students, using our flexible working arrangements as discussion points and providing realistic deadlines for completion of activities. We are very conscious of reverting back to a pre-pandemic pace of work, focussing on slowing the pace and increasing delegation of workloads to the newly created deputy course director roles, to increase the time and diversity of thought which we were not able to do during the pandemic, avoiding the more reactionary manner of work which has become habit following Covid-19.  The new contact in the examination administration team is now in place and although there has been some teething problems we hope that going forward for 2023 / 2024, a positive impact for the teaching team will be seen. | | | | |  |  | |  |  | **Course Director’s response:** |  |  |  |  |  | |  | |  | | --- | | We work very closely with the examinations team and with a new head of exams and registrar who are both very experienced and bringing new ideas and processes, all members of the team, both VN and exams, are learning a great deal which will equip us for the future of this course. | | |  | |  | | --- | |  | |  |  |  | |  |  |  |  |  |  |  |  | | | |  |  |  |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | --- | --- | --- | |  |  | |  | | --- | | **1.5   Please provide any additional comments and recommendations regarding the Programme** | | | | | |  | |  |  |  |  |  |  |  |  | |  |  | |  | | --- | | The external examiners do not underestimate the challenges that the team will face in the new academic year and for future years. The veterinary nursing team will need to continue to look at mechanisms to minimise the staff workload without compromising the student’s excellent experience at the RVC. | | | | |  |  | |  |  |  |  |  |  |  |  | |  | |  | | --- | |  | | |  | |  | | --- | |  | |  |  |  | |  |  | **Course Director’s response:** |  |  |  |  |  | | | |  | |  |  |  |  |  |   The course director is reviewing processes for distribution of work, however this is a challenge with a small team who already have other course management requirements. Therefore, considerations will include reviewing current staffing levels and exploring wider RVC resources, should the VN team not be able to cover any aspects.  **Update from Feb 2024 -** the team were not at full complement at the time of the report. We are pleased to say that we are currently fully staffed and will continue to review workloads to ensure they are attainable according to the individual roles and needs of the school of Veterinary Nursing.  We will be exploring utilising staff outside of the immediate VN team to ensure specialist topics are covered | | |  |  |  |  |  | | --- | --- | --- | --- | --- | |  |  |  |  |  | |  | |  | | --- | | **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** | | | | | |  | |  |  |  |  |  |  |  |  | |  |  | |  | | --- | | We confirm that the students’ performance is comparable at each point in the course with students in other institutes of which we have knowledge. | | | | |  |  | |  |  |  |  |  |  |  |  | |  | |  | | --- | |  | | |  | |  | | --- | |  | |  |  |  | |  |  |  |  |  |  |  |  | | | |  |  |  |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | --- | --- | --- | |  |  | |  | | --- | | **2.2   Quality of candidates’ knowledge and skills, with particular reference to those at the top, middle or bottom of the range** | | | | | |  | |  |  |  |  |  |  |  |  | |  |  | |  | | --- | | For each cohort, there are students which are at the top of the range and receive excellent marks. The majority of students sit comfortably in the middle range with a few weak students. The students who sit within the top range have an ability to succinctly express their understanding and application of knowledge and skills in a wide range of assessments. | | | | |  |  | |  |  |  |  |  |  |  |  | |  | |  | | --- | |  | | |  | |  | | --- | |  | |  |  |  | |  |  |  |  |  |  |  |  | | | |  |  |  |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | --- | --- | --- | |  |  | |  | | --- | | **2.3   Please provide any additional comments and recommendations regarding the students’ performance** | | | | | |  | |  |  |  |  |  |  |  |  | |  |  | |  | | --- | | There are clear mechanisms in place to support weaker students and the team work hard to ensure that all students engage with the activities and materials which provide additional support and guidance. | | | | |  |  | |  |  |  |  |  |  |  |  | |  | |  | | --- | |  | | |  | |  | | --- | |  | |  |  |  | |  |  |  |  |  |  |  |  | | | |  | |  |  |  |  |  | | | |  |  |  |  |  | | --- | --- | --- | --- | --- | |  |  |  |  |  | |  | |  | | --- | | **Assessment Procedures** | | |  |  | |  |  |  |  |  | |  |  | |  | | --- | | **Please comment, as appropriate, on:** | |  |  | |  |  |  |  |  | |  |  | |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | | |  |  |  |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | --- | --- | --- | |  |  | |  | | --- | | **3.1   Assessment methods (relevance to learning objectives and curriculum)** | | | | | |  | |  |  |  |  |  |  |  |  | |  |  | |  | | --- | | A range of assessments were reviewed throughout the year (MCQs and SAQs). In preparation for the Examination Board, written assessments, student MCQs and SAQs were reviewed. Documentation for group work was also reviewed. The external examiners would have attended the OSCE sessions but unfortunately late notice of the examinations deemed it not possible. An external examiner visited the resit OSCE. Overall the external examiners are satisfied that the learning objectives and curriculum are being fully met. | | | | |  |  | |  |  |  |  |  |  |  |  | |  | |  | | --- | | **Course Director’s response:**  We are very sorry for this late notice and will endeavour to ensure that you are given longer notice in the future | | |  | |  | | --- | |  | |  |  |  | |  |  |  |  |  |  |  |  | | | |  |  |  |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | --- | --- | --- | |  |  | |  | | --- | | **3.2   Extent to which assessment procedures are rigorous** | | | | | |  | |  |  |  |  |  |  |  |  | |  |  | |  | | --- | | The external examiners believe the assessments were fair with banded marking being utilised. The moderation process is robust and ensures that students can be confident in their achieved mark. | | | | |  |  | |  |  |  |  |  |  |  |  | |  | |  | | --- | |  | | |  | |  | | --- | |  | |  |  |  | |  |  |  |  |  |  |  |  | | | |  |  |  |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | --- | --- | --- | |  |  | |  | | --- | | **3.3   Consistency of the level of assessment with the Framework for Higher Education Qualifications (FHEQ)** | | | | | |  | |  |  |  |  |  |  |  |  | |  |  | |  | | --- | | From our knowledge and prior experience we are confident that the level of assessment aligns to the FHEQ. | | | | |  |  | |  |  |  |  |  |  |  |  | |  | |  | | --- | |  | | |  | |  | | --- | |  | |  |  |  | |  |  |  |  |  |  |  |  | | | |  |  |  |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | --- | --- | --- | |  |  | |  | | --- | | **3.4   Standard of marking** | | | | | |  | |  |  |  |  |  |  |  |  | |  |  | |  | | --- | | Overall, we believe that the standard of marking is excellent. The feedback/ feedforward comments ensure that students have the ability to recognise where they have achieved and also where they can improve. | | | | |  |  | |  |  |  |  |  |  |  |  | |  | |  | | --- | |  | | |  | |  | | --- | |  | |  |  |  | |  |  |  |  |  |  |  |  | | | |  |  |  |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | --- | --- | --- | |  |  | |  | | --- | | **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 for assessment and the determination of awards were sound and fairly conducted. A new Chair was in place for both Boards and as with previous Boards the externals were warmly welcomed. With changes to the administration examination team, final documentation for the June Board was a little slow to be seen but for the September Board this was rectified. | | | | |  |  | |  |  |  |  |  |  |  |  | |  | |  | | --- | | **Course Director’s response:**  Again, we are very sorry for this delay and processes are in place to ensure documentation is sent earlier in the future | | |  | |  | | --- | |  | |  |  |  | |  |  |  |  |  |  |  |  | | | |  |  |  |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | --- | --- | --- | |  |  | |  | | --- | | **3.6   Opinion on changes to the assessment procedures from previous years in which you have examined** | | | | | |  | |  |  |  |  |  |  |  |  | |  |  | |  | | --- | | The presentations were held in person this year and unfortunately the externals were not able to attend, discussion around videoing these was raised at the pre Board meeting | | | | |  |  | |  |  |  |  |  |  |  |  | |  | |  | | --- | |  | | |  | |  | | --- | |  | |  |  |  | |  |  |  |  |  |  |  |  | | | |  |  |  |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | --- | --- | --- | |  |  | |  | | --- | | **3.7   Please provide any additional comments and recommendations regarding the procedures** | | | | | |  | |  |  |  |  |  |  |  |  | |  |  | |  | | --- | | It is not possible for the externals to scrutinise every student assessment. The team recognise that marking consistency with a large team has to be regularly reviewed with appropriate training sessions scheduled if required. Although there has been some difficulties in accessing material leading up to the Boards, the administration team tried extremely hard to resolve these as quickly as possible, we thank them. | | | | |  |  | |  |  |  |  |  |  |  |  | |  | |  | | --- | | **Course Director’s response:**  Following exam board, we have an annual marking meeting to review any feedback raised by the EE’s and any changes required, we also have a central learn page now for the marking team with information on the expected ways of marking for the FdSc/BSc assessments which is updated following this meeting. | | |  | |  | | --- | |  | |  |  |  | |  |  |  |  |  |  |  |  | | | |  | |  |  |  |  |  | | | |  |  |  |  | | --- | --- | --- | --- | |  |  |  |  | |  | |  | | --- | | **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:** | | | | | | |  | |  |  |  |  |  |  |  |  |  | |  |  | |  | | --- | |  | | | | |  |  |  | |  |  |  |  |  |  |  |  |  | |  | |  | | --- | |  | | |  | |  | | --- | |  | |  |  |  |  | |  |  |  |  |  |  |  |  |  | | | |  |  |  |  |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | |  |  | |  | | --- | | **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 training and 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:** | | | | | |  | |  |  |  |  |  |  |  |  | |  |  | |  | | --- | | The external examiners would like to commend the veterinary nursing team on their excellent student results and highlighting the OSCE results. This is testament to the team’s dedication and commitment demonstrated throughout the year.  We have confidence that the team will continue to move this Programme forward, looking for innovative and novel ways to engage and assess their students for the exciting pathway of a Registered Veterinary Nurse. | | | | |  |  | |  |  |  |  |  |  |  |  | |  | |  | | --- | | **Course Director’s response:**  Thank you very much for your feedback and support throughout the academic year to help us to achieve this continued progression of courses, developing students that are in a position to be the best veterinary nurse that they can be and experience the opportunities the profession can provide. We will continue to strive for exemplary delivery of the course, stretching and challenging the students in a supportive and fair environment | | |  | |  | | --- | |  | |  |  |  | |  |  |  |  |  |  |  |  | | | |  |  |  |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | --- | --- | --- | |  |  | |  | | --- | | **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)** | | | | | |  | |  |  |  |  |  |  |  |  | |  |  | |  | | --- | |  | | | | |  |  | |  |  |  |  |  |  |  |  | |  | |  | | --- | |  | | |  | |  | | --- | |  | |  |  |  | |  |  |  |  |  |  |  |  | | | |  | |  |  |  |  |  | | | | | | | | |  |  |  |  |  |  |  | | |