

## **ANNUAL QUALITY IMPROVEMENT REPORT 2017/18**

### **Appendix 3: External Examiners' report**

#### **Graduate Diploma Veterinary Nursing**

This appendix contains Course Director's responses to 2017/18 External Examiners' comments and updates to actions from 2016/17 External Examiners' report (if applicable).

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

- a. Update to actions from previous year
- b. Collaborative reports from July (Bridging & Core Modules) and October (Elective Modules) Exam Boards

Actions from previous year

Questions	External Examiners comments	Course Director's response	Update in 2017/18
<p>3.3 Consistency of the level of assessment with the Framework for Higher Education Qualifications (FHEQ)</p>	<p>The assessment is consistent with the Framework, although with shorter pieces of written work (assignments and exams) it is difficult for students to easily demonstrate some of the higher academic skills.</p>	<p>Further to the issues identified by some internal markers and the External Examiners, associated with the new reduced word limits for the range of written assignment activities in this programme, making it more challenging for learners to demonstrate 'higher academic skills', in particular critical reflection, it has been agreed by the Grad Dip team that for the Extended Patient Care Reports (EPCRs), certain sections of the reports will be excluded from the total word count, which predominantly include the descriptive elements of the report including reference list, patient signalment, presenting history, and veterinary treatment. This will be clearly communicated to the learners via each module's assessment information pages.</p> <p><b>Action:</b> Clear instructions for students to be included in every module's summative assessment pages and statements of word limits. Announcements to Intake 2016 students where this is new information and different to previous submissions.</p> <p style="text-align: right;"><i>(Perdi Welsh &amp; Module leaders)</i></p> <p><b>Deadline:</b> October 2017</p>	<p>COMPLETED</p> <p>Instructions for summative written assignments now provided to learners via each module's assessment information pages. Descriptive sections of the reports and essays (which predominantly include the reference list, patient signalment, presenting history, and veterinary treatment or clinical scenario) are excluded from the total word count, allowing learners to use their word count limits entirely for the critical discussion and reflective analysis sections of their written work. This is showing to be working well with students with good skills in academic writing and editing being able to demonstrate the higher academic skills required at this level of study.</p>
<p>3.4 Standard of marking</p>	<p>The standard of marking was good but as a marker it can still be difficult to see how the first marker reached their decision. There are still</p>	<p>Following on from the points raised by the External Examiners at this meeting, the Course Director reviewed the marking procedure and together with the Exams Office, has created marker and sample-marker instructions for a</p>	<p>COMPLETED</p> <p>New marking systems and accompanying instructions for markers have been developed by the Course Director and Exams Office in</p>

	<p>discrepancies between markers annotations and comments but we appreciate this is work in progress and the university are working towards a standardised approach.</p> <p>Currently the markers have to download, annotate and re upload students work in order to provide clear feedback; this approach appears rather time consuming and laborious. If this procedure was more streamlined it might allow for greater compliance and a standardised approach to the feedback. It might be worth exploring the possibility of creating student anonymity with the use of Grademark.</p>	<p>more streamlined, and hopefully more consistent approach to marking of students' work within OCM. The Head of Exams has confirmed that currently the RVC does not support the use of Grademark for summative submissions and will continue to use OCM for the foreseeable future.</p> <p>Action Required:</p> <p>New first and sample marker instructions to be provided to markers of Grad Dip VN summative written assignments.</p> <p>Action Deadline:</p> <p>01-Oct-2017</p> <p>Action assigned to:</p> <p>Perdi Welsh and Emma Rosenberg</p>	<p>collaboration with the Learn team. Thus, online marking process has become more streamlined and clear instructions to markers created to help ensure a more consistent approach can be adopted by all markers.</p>
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## Graduate Diploma in Professional and Clinical Veterinary Nursing, 2017/18

Lead examiner: Mrs Susan Howarth

Collaborating examiner(s): Mr John Donaghy

### The Programme

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

#### 1.1 Course content

No changes to course from previous years

Response from college requested: **NO**

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

Happy the team have met all of the learning objectives for the course

Response from college requested: **NO**

#### 1.3 Teaching methods

A clear range of teaching and learning methods are used to engage students, which is particularly important with students working at a distance.

Response from college requested: **NO**

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

No issues

Response from college requested: **NO**

#### 1.5 Please provide any additional comments and recommendations regarding the Programme

The course continues to be run by a dedicated and enthusiastic course leader, with the assistance of supportive tutors.

It is pleasing to see a small increase in student numbers.

**Response from college requested:** **NO**

## 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 on this course is similar to other post registration qualifications.

**Response from college requested:** **NO**

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

The quality of the candidate work covered the grade boundaries. However, with this cohort there seemed to be a bunching of marks in the middle range of the marking band. On sampling, we concur with these marks.

**Response from college requested:** **NO**

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

None at this time

**Response from college requested:** **NO**

Please comment, as appropriate, on:

### 3.1 Assessment methods (relevance to learning objectives and curriculum)

A broad method of suitable and innovative methods are used.

**Response from college requested:** **NO**

### 3.2 Extent to which assessment procedures are rigorous

As external examiners with limited involvement of the assessment of forum activity. It would be beneficial to see more rigorous marking criteria of how assessment decisions are made and marks awarded.

**Response from college requested:** **NO**

**COURSE DIRECTOR: Ms Perdi Welsh**

#### **Course Director Response:**

Thank you for raising this point. Following on from the ensuing discussion at the Exam Board regarding the use and suitability of the RVC's 10 point marking scheme for the discussion forums, it was agreed by the committee that a focussed marking scheme specifying the desired criteria for the learners' assessed discussion forum posts would be useful to augment the existing scheme. This would help learners identify what was required of their posts, help markers allocate their marks to the learners' posts and help sample and external examiners understand how the assessment decisions are made and how the marks are awarded.

#### **Action Required:**

Course Director, Educational Development and Professional Studies tutors to jointly agree and develop a marking criteria and descriptors sheet for assessed online forums to augment the RVC's 10 point marking scheme. Course Director to put forward to necessary committees for approval.

#### **Action Deadline:**

01-Jun-2019

#### **Action assigned to:**

Course Director as lead

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

It can be difficult for students to demonstrate the higher level academic skills of critical analysis, evaluation and self reflection on some of the pieces of work, which have shorter word counts.

**Response from college requested:** **NO**

**COURSE DIRECTOR: Ms Perdi Welsh**

#### **Course Director Response:**

As a result of reducing some word limits on assessed work to comply with the RVC's Assessment Tariff for credit rated modules, this issue became more apparent in the last couple of years. To address this issue, we introduced new guidelines for students and now exclude the descriptive elements of written assignments (such as patient signalment, history and presentation or the description of the clinical scenario) from the word count thus allowing learners to allocate their entire word count to their critical discussion section of course work. We have observed this year that learners who have higher level writing skills are able to demonstrate good levels of critical analysis and self reflection in their work. However, for those with less effective academic writing or editing skills, it remains a challenge to keep their discussion focussed sufficiently. However, the benefit of the shorter word counts does encourage are learners to be more succinct and learn to develop a more focussed approach to their writing as they continue through the course.

**Action Required:**

**Action Deadline:**

**Action assigned to:**



### 3.4 Standard of marking

The standard of marking is of good quality and consistent across the range of modules sampled. It would be good to see in addition to the use of marking rubric's, the inclusion of specific comments about students performance on every module, for consistency. Although we appreciate this can be more time consuming.

**Response from college requested:** **NO**

**COURSE DIRECTOR: Ms Perdi Welsh**

#### **Course Director Response:**

Thank you. We appreciate the constructive feedback we have received from our External Examiners and have used this feedback to continue to improve and standardise our annotation methods for marking of summative assignments and exam work. The use of OCM, with the inclusion of the Grad Dip marking criteria sheet online is working well and all markers now provide their comments on students' written assignments by writing comments under the headings of 'What went well' and 'Even better if' in the open comments box or by annotating and re-uploading the students' work. This system is working well. Increasingly, where appropriate, we are adopting more focussed marking rubrics for some short-answer exam questions and this is work in progress. We are pleased that the External Examiners are finding these marking rubrics useful for assessing consistency in our marking processes and helpful in identifying how markers reach their conclusions.

**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)**

Yes

**Response from college requested:** **NO**

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

No changes

**Response from college requested:** **NO**

**3.7 Please provide any additional comments and recommendations regarding the procedures**

None

**Response from college requested:** **NO**

## 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:

Response from college requested: NO

4.2 An acceptable response has been made

Yes

Additional comments, particularly if your answer was no:

Response from college requested: NO

4.3 I approved the papers for the Examination

Yes

Additional comments, particularly if your answer was no:

Response from college requested: 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:

Response from college requested: 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:**

**Response from college requested: NO**

**4.6 Candidates were considered impartially and fairly**

**Yes**

**Additional comments, particularly if your answer was no:**

**Response from college requested: 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:**

**Response from college requested: 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:**

**Response from college requested: NO**

**4.9 I have received enough support to carry out my role**

**Yes**

**Additional comments, particularly if your answer was no:**

The exam office (Emma) was extremely helpful and supportive

**Response from college requested: 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:**

**Response from college requested: NO**

**4.11 Appropriate procedures and processes have been followed**

**Yes**

**Additional comments, particularly if your answer was no:**

**Response from college requested: NO**

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

**Yes**

**Additional comments, particularly if your answer was no:**

**Response from college requested: NO**

## 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:**

Students are given a high level of support in order to complete and achieve this course. Which is interesting, accessible and innovative. All credit to the course director and team in running an excellent programme.

**Response from college requested:** **NO**

**COURSE DIRECTOR: Ms Perdi Welsh**

**Course Director Response:**

Thank you for your input and constructive feedback and suggestions regarding our assessment procedures and methods. This feedback helps us to ensure that our processes continue to improve and adapt in response to the changing learning environment and teaching strategies used throughout this programme.

**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)**

**Response from college requested:** **NO**

**Mr J.D**

I agree with all comments noted in the report by lead examiner.

## Graduate Diploma in Professional and Clinical Veterinary Nursing, 2017/18

Lead examiner: Mrs Susan Howarth

Collaborating examiner(s): Mr John Donaghy

### The Programme

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

#### 1.1 Course content

The course content reflects a suitable range of post-professional subject areas

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

Learning objective are linked between the teaching and assessment

#### 1.3 Teaching methods

The course runs via distance learning, which fully meets the learners requirements. The teaching methods reflect this.

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

Nothing to note

#### 1.5 Please provide any additional comments and recommendations regarding the Programme

Nothing further to note

## 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 students performance is generally comparable to similar level post-professional courses at other institutions. Although it might be worth considering the format and timing of examination. As some of the students exam performance appear a little rushed and superficial. Often they are just able to provide lists and bullet points, rather than displaying higher academic skill required at this level.

**COURSE DIRECTOR: Ms Perdi Welsh**

#### **Course Director Response:**

Thank you for your observation and comment. This feedback is particularly helpful at this time because we will be reviewing question formatting in line with the assessment changes associated with the RVC's new Assessment Tariff.

#### **Action Required:**

Review the number of questions used in the unseen exams to ensure they align with new exam timings and assessment tariff.

#### **Action Deadline:**

01-Mar-2019

#### **Action assigned to:**

Course Director and Module Leaders

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

This level and differentiation of candidate abilities is clearly demonstrated across the range of marks awarded



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

Although the students generally perform well. It would be worth reviewing what you are asking of candidates in the exam questions. Often they are asked to list and identify, which is not necessarily allowing students to demonstrate the higher level skills. If these were replaced with terms such as critically analyse etc. students may be more inclined to demonstrate higher level skills, which would help further differentiate grades. Although this would also take student more time to complete in an exam session. So exam timing would also need to be considered.

#### **COURSE DIRECTOR: Ms Perdi Welsh**

##### **Course Director Response:**

Thank you for your comments and subsequent discussion during the Exam Board. In line with the recent changes in allocated time for the exams (as a result of credit rating changes and RVC's Assessment Tariff), the Course Team will be reviewing the questions used in the exam and will keep the External Examiners' observations in mind as this review takes place, with view to ensure the new exam format and questions facilitates more opportunity for our learners to demonstrate QAA level 6 descriptors, criteria and objectives.

##### **Action Required:**

During forthcoming examination review, Course Team to ensure that reformatting of exam and questions are written to assess our learners' achievement of QAA level 6 descriptors and higher level critical thinking skills.

##### **Action Deadline:**

01-Mar-2019

##### **Action assigned to:**

Course Director and Module Leaders

Please comment, as appropriate, on:

### 3.1 Assessment methods (relevance to learning objectives and curriculum)

A range of assessment methods are used. The EPCR assessment provide a good link to work/practice.

### 3.2 Extent to which assessment procedures are rigorous

It is clear that a rigorous assessment process is in place, this is easy to follow and clearly documented for each module.

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

Please see comments in pervious section in relation to student performance in the exam time slot. It would be worth reviewing the QAA level descriptors in order to refine assessment questions.

## COURSE DIRECTOR: Ms Perdi Welsh

### Course Director Response:

As before, Course Team will carry out review of assessment activities. Reformatting of the exam and exam questions will be compiled to help ensure we assess our learners' achievement of QAA level 6 descriptors and higher level critical thinking skills.

### Action Required:

As before, Course Team will carry out review of assessment activities. Reformatting of the exam and exam questions will be compiled to help ensure we assess our learners' achievement of QAA level 6 descriptors and higher level critical thinking skills.

### Action Deadline:

01-Mar-2019

### Action assigned to:

Course Director and Module Leaders

### **3.4 Standard of marking**

There is a high standard of marking across the majority of modules.

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

Yes this fairly conducted

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

No change from the previous year

### **3.7 Please provide any additional comments and recommendations regarding the procedures**

No further comments

## 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**

**N/A**

**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**

**Additional comments, particularly if your answer was no:**

**Mr J.D**

Yes

**4.6 Candidates were considered impartially and fairly**

**Additional comments, particularly if your answer was no:**

**Mr J.D**

Yes

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

**Additional comments, particularly if your answer was no:**

**Mr J.D**

Generally yes. Please see previous comments.

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

**Additional comments, particularly if your answer was no:**

**Mr J.D**

Yes

**4.9 I have received enough support to carry out my role**

**Additional comments, particularly if your answer was no:**

**Mr J.D**

Yes

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

**Additional comments, particularly if your answer was no:**

**Mr J.D**

Yes

**4.11 Appropriate procedures and processes have been followed**

**Additional comments, particularly if your answer was no:**

**Mr J.D**

Yes

**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:**

This is a well run course with a clearly dedicated team committed to providing a high quality student experience. It may be worth looking at the exam format in order to get the best performance from students.

**COURSE DIRECTOR: Ms Perdi Welsh**

**Course Director Response:**

The Course Director and Course Team thank both External Examiners for their thorough and thoughtful review of the programme and associated assessments. Feedback comments in this report and the discussions during the Exam Board have been helpful in identifying areas of our assessment activities which could be further improved upon to help us ensure our learners are meeting QAA level 6 descriptors.

**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)**

Nothing further to add.





# Collaborative Report

Exam board meeting: 09-Oct-2018

**Graduate Diploma in Professional and Clinical Veterinary Nursing, 2017/18**

**Lead examiner: Mrs Susan Howarth**

**Collaborating examiner(s): Mr John Donaghy**

## The Programme

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

### **1.1 Course content**

The course content reflects a suitable range of post-professional subject areas

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

Learning objective are linked between the teaching and assessment

### **1.3 Teaching methods**

The course runs via distance learning, which fully meets the learners requirements. The teaching methods reflect this.

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

Nothing to note

### **1.5 Please provide any additional comments and recommendations regarding the Programme**

Nothing further to note

## 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 students performance is generally comparable to similar level post-professional courses at other institutions. Although it might be worth considering the format and timing of examination. As some of the students exam performance appear a little rushed and superficial. Often they are just able to provide lists and bullet points, rather than displaying higher academic skill required at this level.

**COURSE DIRECTOR: Ms Perdi Welsh**

#### **Course Director Response:**

Thank you for your observation and comment. This feedback is particularly helpful at this time because we will be reviewing question formatting in line with the assessment changes associated with the RVC's new Assessment Tariff.

#### **Action Required:**

Review the number of questions used in the unseen exams to ensure they align with new exam timings and assessment tariff.

#### **Action Deadline:**

01-Mar-2019

#### **Action assigned to:**

Course Director and Module Leaders

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

This level and differentiation of candidate abilities is clearly demonstrated across the range of marks awarded

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

Although the students generally perform well. It would be worth reviewing what you are asking of candidates in the exam questions. Often they are asked to list and identify, which is not necessarily allowing students to demonstrate the higher level skills. If these were replaced with terms such as critically analyse etc. students may be more inclined to demonstrate higher level skills, which would help further differentiate grades. Although this would also take student more time to complete in an exam session. So exam timing would also need to be considered.

#### **COURSE DIRECTOR: Ms Perdi Welsh**

##### **Course Director Response:**

Thank you for your comments and subsequent discussion during the Exam Board. In line with the recent changes in allocated time for the exams (as a result of credit rating changes and RVC's Assessment Tariff), the Course Team will be reviewing the questions used in the exam and will keep the External Examiners' observations in mind as this review takes place, with view to ensure the new exam format and questions facilitates more opportunity for our learners to demonstrate QAA level 6 descriptors, criteria and objectives.

##### **Action Required:**

During forthcoming examination review, Course Team to ensure that reformatting of exam and questions are written to assess our learners' achievement of QAA level 6 descriptors and higher level critical thinking skills.

##### **Action Deadline:**

01-Mar-2019

##### **Action assigned to:**

Course Director and Module Leaders

Please comment, as appropriate, on:

### 3.1 Assessment methods (relevance to learning objectives and curriculum)

A range of assessment methods are used. The EPCR assessment provide a good link to work/practice.

### 3.2 Extent to which assessment procedures are rigorous

It is clear that a rigorous assessment process is in place, this is easy to follow and clearly documented for each module.

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

Please see comments in pervious section in relation to student performance in the exam time slot. It would be worth reviewing the QAA level descriptors in order to refine assessment questions.

## COURSE DIRECTOR: Ms Perdi Welsh

### Course Director Response:

As before, Course Team will carry out review of assessment activities. Reformatting of the exam and exam questions will be compiled to help ensure we assess our learners' achievement of QAA level 6 descriptors and higher level critical thinking skills.

### Action Required:

As before, Course Team will carry out review of assessment activities. Reformatting of the exam and exam questions will be compiled to help ensure we assess our learners' achievement of QAA level 6 descriptors and higher level critical thinking skills.

### Action Deadline:

01-Mar-2019

### Action assigned to:

Course Director and Module Leaders

### **3.4 Standard of marking**

There is a high standard of marking across the majority of modules.

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

Yes this fairly conducted

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

No change from the previous year

### **3.7 Please provide any additional comments and recommendations regarding the procedures**

No further comments

## 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**

**N/A**

**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**

**Additional comments, particularly if your answer was no:**

**Mr J.D**

Yes

**4.6 Candidates were considered impartially and fairly**

**Additional comments, particularly if your answer was no:**

**Mr J.D**

Yes

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

**Additional comments, particularly if your answer was no:**

**Mr J.D**

Generally yes. Please see previous comments.



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

**Additional comments, particularly if your answer was no:**

**Mr J.D**

Yes

**4.9 I have received enough support to carry out my role**

**Additional comments, particularly if your answer was no:**

**Mr J.D**

Yes

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

**Additional comments, particularly if your answer was no:**

**Mr J.D**

Yes

**4.11 Appropriate procedures and processes have been followed**

**Additional comments, particularly if your answer was no:**

**Mr J.D**

Yes

**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:**

This is a well run course with a clearly dedicated team committed to providing a high quality student experience. It may be worth looking at the exam format in order to get the best performance from students.

**COURSE DIRECTOR: Ms Perdi Welsh**

**Course Director Response:**

The Course Director and Course Team thank both External Examiners for their thorough and thoughtful review of the programme and associated assessments. Feedback comments in this report and the discussions during the Exam Board have been helpful in identifying areas of our assessment activities which could be further improved upon to help us ensure our learners are meeting QAA level 6 descriptors.

**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)**

Nothing further to add.

