

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

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| <p>Report Question</p> <p>2.1 Students' performance in relation to those at a similar stage on comparable courses in other institutions, where this is known to you</p> | <p>External Examiners' comments & suggested actions</p> <p>Some students do not meet their potential within the 4th year possibly because they are not fully engaged in the programme.</p> | <p>Course Director/Year Leader's response & Action</p> <p><i>We have problems with students engaging in the modules in the 4th year as many have cited a lack of accommodation and some students taking up full time work (despite our advice not to). We have tried to provide other activities (Advanced Practice Toolkit module discussion forum) for students to engage in if not attending, but with limited success. The Graduate Diploma electives that students are able to access, are delivered online so there may be some confusion over attendance despite clear advice</i></p> | <p>Update in 2019/20</p> |
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1.2 Learning objectives, and the extent to which they were met

The theoretical learning objectives of the course appear to have been comprehensively met in the work reviewed as above

COURSE DIRECTOR: Ms Hilary Orpet

Course Director Response:

The 1st year (Cohort 16) and 2nd year (Cohort 15) assessments were assessed formatively. Any RCVS day one skills and competencies assessed in the 1st and 2nd yr modules will be revisited in future assessments to ensure they have been summatively assessed. This will involve writing more holistic type short answer questions. In addition all students will have had to complete their final OSCEs sampling the day one skills and also the Nursing Progress Log which covers all the day one skills.

Action Required:

Action Deadline:

Action assigned to:

1.3 Teaching methods

Evidence of a wide range of teaching methods as appropriate to veterinary nursing education appear to have been employed across the course, although in this instance only scripts were reviewed.

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

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

expectations based on their knowledge of students on other courses. The performance of students on BSc 4th year has improved with students gaining first class honours. Some students do not meet their potential within the 4th year possibly because they are not fully engaged in the programme.

Cohorts 15 and 16 had significant lower pass marks for assessments which have been allowed students to progress due to the no detriment policy in place. There has been a plan produced outlining the risk based 3 stages of intervention to support students who had failed one or more element.

COURSE DIRECTOR: Ms Hilary Orpet

Course Director Response:

The students in year 1 and 2 were risk banded according to their results. This helped to identify the levels of support required;

For year 1 students (C16)

Group 1 3 or 4 modules failed (less than 50%) - refer to SPD Stage 2 = 7 students

Group 2 Less than 40% in 2 or more individual assessment - refer to SPD Stage 1 = 4 students

Group 3 Failed 1 or 2 modules only (less than 50%) - refer to Tutor for discussion = 15 students

Group 4 Progress as usual = 14 students

For year 2 (C15) students there were only 2 students who were referred to their tutor for academic support. The majority of these meetings have now taken place.

SPD (Student Performance and Development)

Action Required:

Action Deadline:

Action assigned to:

2.2 bottom of the range

29th July Progress board cohorts 15 & 16

There were a significant number of fails.

Some of these assessments had been completed pre covid and as such this particular disruption could not be considered a significant impact on achievement in these assessments. Covid has prevented the normal pattern of -going progress will need to be

monitored .

1st July Exam board cohorts 13 & 14

There has been an improvement in standard at BSc year 4 this reflects the comments made in 2.1. Externs have discussed the progressing students from FdSc to year 4 BSc, will monitor the achievement of these students at the next board in June 2021.

COURSE DIRECTOR: Ms Hilary Orpet

Course Director Response:

policy has allowed all students to progress and the group 1 & 2 students in C16 will be monitored as they progress into year 2.

Several FdSc students undertaking the transfer assessment into the 4th yr of the BSc passed the 50% aggregate but did not achieve above 50% in their written assignments. These students will be monitored over the next year.

Action Required:

Monitor the progress of students in year 1 progressing to year 2

Monitor FdSc performance in their 4th year

Action Deadline:

01-Oct-2021

Action assigned to:

Course Director and exams team

2.3 Please provide any additional comments and recomme

Externs reviewed the following scripts and other written work:

29th July Progress board cohorts 15 & 16

Cohort 15, Anaesthesia and ECC: SAQ Assignments:

Cohort 15 Diagnostics SAQ: Assignment:

Cohort 16 CNP1 Scripts reviewed

Cohort 16 CNP 1 Assignment Scripts reviewed

Cohort 16 CNP2 Assignment 2 BSc Scripts reviewed:

Cohort 16 CNP2 SAQ Scripts Assignments:

1st July Exam board cohorts 13 & 14

Applied Nursing (year 3, cohort 14)

Professional Practice (year 3, cohort 14)

Research methods (year 4, cohort 13)

Surgery elective (year 4, cohort 13)

ECC elective (year 4 cohort 13)

Medicine elective (year 4 cohort 13)

Projects reviewed and presentations attended by externs

In addition to the comments above, the standard of BSc projects and presentations was adequate and reflective of comments in 2.1.

3.2 Extent to which assessment procedures are rigorous

Assessment across a range of methods (MCQs, SAQs, assignments, projects and OSCEs) is of a high quality and well marked with good consistent feedback.

1st July Exam board cohorts 13 & 14

3.4 Standard of marking

Marking is generally of a high standard.

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

Some changes have been made, the standard and consistency of the annotation in the script have dramatically improved this is to be commended.

COURSE DIRECTOR: Ms Hilary Orpet

Course Director Response:

Thank you for the feedback we need to ensure the consistency continues particularly when new staff are involved.

Action Required:

Action Deadline:

Action assigned to:

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
my duties**

work and marks to enable me to carry out

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:

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:

