

Collaborative Report

Graduate Diploma in Professional and Clinical Veterinary Nursing, 2013/14

Mrs Andrea Jeffrey



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

There has been no indication of resource issues related to the assessment of the modules, however, we have not seen any student evaluation, or end of module reviews, of the programme and it would be useful for this to be available when we return in September

Response from college requested: **YES**

Response from college requested:

COURSE DIRECTOR: Ms Perdi Welsh

Course Director Response:

There has been very little or no marketing of the course recently and this has had a direct impact on interest in the course and subsequent student applications. The low intake number for the 2014 Intake mentioned above, reflects the lack of marketing action undertaken but there are ongoing discussions to address this.

Action Required:

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

This is not known, neither external examiner, is the external for another course provider offering this type of programme

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

a 25% sample of all assessment was reviewed by the external examiners (EE) this included students within the top, middle and lower grade bands and all fail and resit candidates. The quality of candidates knowledge was apparent and in the 2013 intake, one student took a year off. This was due to a personal issue. The quality of candidates knowledge was apparent and in the 2013 intake, one student took a year off. This was due to a personal issue.

Assessment Process

Please comment, as appropriate, on:

3.1 Assessment methods (relevance to learning objectives and curriculum)

No concerns regarding assessment methods used

Response from college requested: **NO**

3.2 Extent to which assessment processes are rigorous

Problem Solving in Veterinary Physiology - question 5A , this section of the question had previously been used in 2012 , the ideal answer at that time included more options for clinical signs than the 2014 answer and one candidate sampled , had provided correct clinical signs (based on the 2012 ideal answer) but was marked 0 for it in 2014 , it is our recommendation that this question and its ideal answers are reviewed before the question is used again.

No other issues relating to rigour of assessment processes .

Response from college requested: **YES**

does not facilitate a full critical discussion and reflection.

Action Required:

Ongoing discussions within the Grad Dip course team and module leader regarding the changes that will need to be made to this module's a07 Tw 9.995756.72l.066.3(ad)ee this

Course Director

5.6 Candidates were considered impartially and fairly

Additional comments, particularly if your answer was no:

Response from college requested: NO

Ms Danielle Banks

Candidates were considered impartially and fairly. .727.698 0.4 574.92 12.96 re W n BT /CS0 2 Tm () (ane W Q 59 3s 0 f2 Tm (

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:

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 assessment processes are rigorous

The delivery of teaching and assessment are in many cases innovative and engage distance learners very well

Response from college requested: NO

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

