

1.3 Teaching methods

A wide range of teaching methods is employed. This is a good practice and allows different means of educational techniques and technologies be used.

Response from college requested: **NO**

Dr P.L

I agree with lead examiner.

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

We expect a similar performance (if not better) compared to other BVETSci elsewhere.

Response from college requested: **NO**

Dr P.L

I agree with lead examiner.

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

wledge and skills with respect to those at top, middle and bottom is similar to that of students in other institutions.

Response from college requested: **NO**

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

N/A

Additional comments, particularly if your answer was no:

Prof Fazeli and Dr. Scase were not involved in this process last year. Any such comments need to be provided by Prof. Loughna.

Response from college requested: NO

Dr P.L

The comments have been addressed to my satisfaction.

4.2 An acceptable response has been made

N/A

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:

Response from college requested: NO

Dr P.L

Yes

4.11 Appropriate procedures and processes have been followed

Yes

Additional comments, particularly if your answer was no:

Response from college requested: NO

Dr P.L

Yes

In the Year 2 exam:

1. Some of the problem solving questions had multiple parts, of which some were interlinked. In such cases, if the student answered one of the first parts incorrectly, then all subsequent parts would inevitably be incorrect. We would suggest altering such questions, so that all parts of the question are independent of each other. For example on the EWI paper, Qu 3 had interlinked parts, whereas Qu 4 had independent parts to the question.
2. Some of the questions required the students to graph data. We felt that this was very easy for the majority of candidates.

may have affected students

ability to answer the question. However, based on our analysis of the results we could not see that it affected the written answers to this question, and hence it does not appear to have altered the students ability to answer this question.

In the Year 1 exam:

1. In contrast to the year 2 exam, the problem solving questions were excellent, with each question containing independent parts, such that no parts were dependent on obtaining the correct answer for the preceding part.
2. Two of the students that failed, failed to provide a Library Project and hence also were unable to provide an oral examination. However, one student that failed both the library project and the oral examination, still passed with a third. We would wish to confirm that the students were told that if they did not submit a Library Project, that they would automatically also score zero on the oral examination.
3. One student had a lateness penalty on the Library Project. We would want to confirm that the students were made fully aware of the penalties of submitting a project after the deadline.

