





### 1.3 Teaching methods

Teaching methods were varied and complimented not only the different learning requirements needed but also the differing needs of the students. In addition, COVID appropriate adaptations were made where required. The teaching and administrative staff have put in a great deal of effort regarding quality of teaching and learning.

#### **COURSE DIRECTOR: Dr Emma Boardman**

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

Thank you for your comments. The challenges of Covid-19 moved into a third academic year with online lectures delivered until the end of January 2022, after which students were encouraged to attend live, on-campus lectures.

available for the remainder of the academic year. While in-person teaching for practicals was largely protected throughout the pandemic, format of delivery inevitably had to be adapted to ensure learning outcomes continued to be met, while keeping staff and students safe. Covid-restrictions pertaining to social distancing in practicals were softened during the middle of the year, with both staff and students enjoying the return of groups of four students around a dissection table. It is worth mentioning that where changes to practical teaching (e.g., conversion of a dissection to a point-to-point practical, for example) were necessary, there was considered effort on the part of anatomy teaching staff to design future-proof sessions that were pedagogically sound, and which

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

The entire team have put in huge amounts of effort to provide a quality programme, which is also transparent and fair whilst vigorous regarding assessment, as is expected in this professional degree.

**COURSE DIRECTOR: Dr Emma Boardman**

### **Course Director Response:**

Thank you it is gratifying to read that the collective efforts of all contributing teams are recognised for maintaining continued qu 9Pdga/dgnisededed

## 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**

Student performance was comparable to previous years and other institutions.



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

The exams met the standards required within the framework for higher education qualifications (FHEQ).

**COURSE DIRECTOR: Dr Emma Boardman**

**Course Director Response:**

Thank-you.

**Action Required:**

**Action Deadline:**





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

I was also impressed that the graph with different colours had dashed and undashed lines for colour blind students and that male/female farm clients were used as examples which help teach in a very subtle way, these are highly inclusive and should be commended.

#### **COURSE DIRECTOR: Dr Emma Boardman**

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

Thank you for your comment. We are committed to ensuring our teaching and assessment remain inclusive and accessible, to support and reflect our diverse community.

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

To ensure accessibility and inclusivity remains integral at exam writing stage.

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



**4.6 Candidates were considered impartially and fairly**

**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 754.42 509.76 13.104 reW\*nB3.q41y iar**

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

**Yes**

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



