

1991

External Examiners' Reports : Kevin Street, 1991

Dublin Institute of Technology

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DUBLIN INSTITUTE OF TECHNOLOGY

KEVIN STREET

EXTERNAL EXAMINERS' REPORTS

1991



dipartimento
di Chimica Inorganica
Chimica Fisica
e Chimica dei Materiali

GRUPPO
DI CHIMICA
INORGANICA

Mr. J.K. Taffee
Dublin Institute of Technology
Kevin Street - Dublin 8
IRELAND

Turin, 28th June 1991

Examination Board
WSAD II - WSAD IV

Dear Mr. Chairman,

I was pleased to act as an external examiner to the WSAD II and WSAD IV in D.I.T. in June 1991.

I examined the examination papers and students scripts. I also examined some students projects and other laboratory work. Finally I interviewed some of the final year students.

I noticed that the examination questions were well set, in agreement with the course content. The content of the courses seems to me in line with the recent developments of various chemistry branches.

The results of the final year were exceptionally good whereas at second year the average marks were rather low: this suggests that a more accurate selection at the end of first year should be useful to the general equilibrium of second year examinations.

As for as the final year is concerned I noticed a very detailed preparation of the students on the single elements of the final year program somehow accompanied by some lacks in the general knowledge of the basic elements of the chemical culture.

At the end of a three years experience in Kevin Street, that, by the way, has been highly useful and very interesting to me, I feel that a further advancement in the direction of this "general knowledge" should be very useful to students. I suggest therefore to the Chemistry Staff to think about this problem. Improvements in such a direction will certainly enhance the already high quality of the work they are carrying out.

Hoping that the result of my modest reflections as above may be useful in the future,

I remain

Sincerely yours

Elio Giamello



Loctite (Ireland) Ltd.

Research & Development
Whitestown Industrial Estate
Tallaght
Dublin 24
Ireland
Tel. 510433 Telex: 31068
Fax: 519073
Cables Loctite-Dublin
Telegrams Loctite-Dublin

Dr. E. Rothery,
Department of Chemistry,
College of Technology,
Kevin St.,
Dublin 8

16 October 1991

WSAD IV Chemistry Paper III

Dear Dr. Rothery,

As external examiner I examined Chemistry Paper III, Chemistry projects and interviewed selected final year students. The following are my comments and report on the examinations.

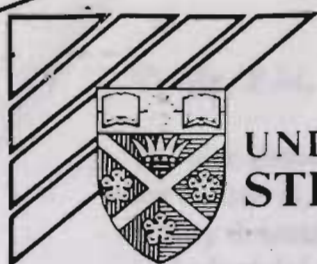
1. The standard of the examination paper was good, covering a broad range of chemistry topics.
2. The standard achieved by the students was, in general, very satisfactory.
3. The final year projects were good with a high standard of presentation.

I feel that there is now a good balance between "problem solving" and "essay" type questions. It is important that this is maintained and that the students are aware that they will be expected to be able to deal with problems of this kind.

I hope that these comments will prove useful.

Yours sincerely,

Dr. J. Guthrie.



UNIVERSITY • OF
STRATHCLYDE

Department of Mathematics

Livingstone Tower, 26 Richmond Street,
Glasgow G1 1XH Tel: 041-552 4400 Telex: 77472

SMcK/MD

21 October 1991

Mr. F.M. Brennan
Principal
College of Technology
Kevin Street
Dublin 8
Ireland.

Dear Mr. Brennan,

re: External Examiner's Report 1990/91

This year I have been involved with the draft examination papers, specimen answers and marking schemes. I also attended the Examination Board in June. During that visit I interviewed two borderline candidates.

May I say that on the whole this course runs smoothly, guided I have no doubt by Brendan Goldsmith, very ably assisted by Tom Ambrose. There were, of course, the inevitable small typographical errors in the scripts but these were not significant. One matter of a little more concern is the lack of consistency in the rubrics and choice of questions in papers. Although by no means essential, it would be my preference for the same rubrics and the same choice of questions per paper.

One of the difficulties of degrees which depend on two departments is the occasional non-uniformity of standards. Last year this was very evident in the projects. My memory tells me that the average marks in Mathematics, Physics and Chemistry were 52, 60, 70 roughly. Frankly a 20% difference in an average mark is unacceptable and I said so in my report last year. I have now calculated the average marks for the projects this year and I obtain:

Mathematics 60, Physics 68, Chemistry 68.

This is better, but not totally acceptable—it tells a student that if they do mathematics they can, on average, expect a mark which puts them one class lower. In any case I believe the average mark in a project should not be bordering on the first class, but rather be in the fifties. Next year I shall perform these averages and would hope to see greater uniformity.

Despite these somewhat severe comments I would like to emphasise that the Mathematics course is running smoothly and is of a good standard. Indeed, one of your students, a very determined young lady, who only had an ordinary degree managed to get an MSc in Industrial Mathematics from our University this year.

Yours sincerely,

Professor S. McKee

Prof Brennan

Department of Mathematics, Statistics & Computer Science

Department of Mathematics, Statistics & Computer Science
College of Technology
Keele Street
Dunelm
Durham

Dear Professor

Re: Mathematics in Applied Sciences & Computer Science

The examination papers were in the January and in September were carefully set and of a good overall standard.

The performance of the students, as you might expect was varied but followed the normal pattern. There were some very good marks showing insight and technical skill. A few students did not perform well but these would be expected to do poorly at all their subjects. The overall standard of your class was good.

I would commend the staff for establishing an innovative and interesting course of a very good standard under difficult conditions.

In order to consolidate the course and protect its development until the final year, it is my opinion that the college will need to invest substantially in some well equipped staff and laboratory facilities.

Yours sincerely



The University of Sheffield

Department of Computer Science Portobello Centre

Head of Department:
Professor Mike Holcombe

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Tel: Sheffield 768555
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EMAIL: AC1DPT@UK.AC.SHEFFIELD.PRIMEA.

Ref WMLH/LC

December 12, 1991

Dr B. Goldsmith
Department of Mathematics, Statistics & Computer Science
College of Technology
Kevin Street
Dublin 8
Eire

Dear Brendon

Diploma in Applied Science - Computer Science Syllabus

The examination papers both in the Summer and in September were carefully set and of a good overall standard.

The performance of the students, as one might expect was varied but followed the normal pattern. There were some very good scripts showing insight and technical skill. A few students did not perform well but these seemed, in the main, to do poorly at all their subjects. The overall standard of work was good.

I would commend the staff for establishing an innovative and interesting course of a very good standard, under difficult conditions.

In order to consolidate the course and protect its development up until the final year, it is my opinion that the college will need to invest substantially in more full time staff and laboratory facilities.

Yours sincerely

Professor W.M.L. Holcombe

From the President

St. John's College

Oxford

OX1 3JP

Tel: 0865-2-77400

WH/MLP

4th November 1991

Dear Matt,

External Examiner's Report - Autumn 1991

I am writing to say that I was very satisfied with the examination papers and the marking this September and with the general conduct of the examination.

With kind regards,

Yours sincerely,

Bill Hayes

Dr. W. Hayes

Dr. M. Hussey,
Head of Department of Physics,
College of Technology,
Kevin Street,
Dublin 8,
Ireland.

From the President

St. John's College

Oxford

OX1 3JP

Tel: 0865-2-77400

WH/MLP

28th November 1991

Dear Matt,

I am writing to you at the end of my period of four years as External Examiner. I have been constantly impressed during that time by the great care taken in the examination process to make sure that examination papers are carefully set and carefully marked and I approve of your sympathetic approach to those candidates near border lines. I am confident that the standards you require are appropriate for an honours degree. My only reservation is that the range of material you require the candidates to cover is very extensive and I suggest that you should consider a restricted range of options for the final year.

May I say how much I enjoyed my period as External Examiner in Physics with you and I am most grateful to all your staff for their friendly cooperation.

With kind regards,

Yours sincerely,

Bill

Dr. W. Hayes

Dr. M. Hussey,
College of Technology,
Kevin Street,
Dublin,
Ireland.

Report on Diploma in Applied Sciences BSc (Applied Sciences) Fourth Year (WSADIV) and Honours Diploma in Electrical/Electronic Engineering Fourth Year (SEEIV) candidates who offered German (German Assessment and German Orals) in the session 1990-91

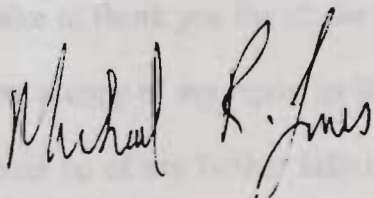
Extended Essay

The topics chosen by the two candidates were rather ambitious considering the level of language ability which the students on this course can be expected to reach. This led in one case to a purely descriptive essay which described a piece of apparatus rather than delineating the "whys, hows and wherefores" of its development. The other essay was on a rather primitive level since the candidate did not present any real reasons for the views expressed. Both essays did not appear to have drawn much help from other sources. On the whole, however, both essays communicated the essential ideas in an adequate fashion and the standard of presentation was good.

Oral

The oral standard was in general better and both candidates were able to speak effectively on both general topics and on the topics of their essays. The general level of understanding and the promptness to respond to questions were both good features of the candidates performances.

Overall the level of competence in German was satisfactory and the candidates can be said to have done well.



MICHAEL R JONES
(External Examiner in German)



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AND CLINICAL RESEARCH CENTRE

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Mr J.K. Taaffe
Vice-Principal
College of Technology
Kevin Street
DUBLIN 8.

30 November 1991

Dear Mr Taaffe

I enclose my final report on the Dietetic Examinations. As I have expressed to you I was entirely happy with the examinations, and most impressed by the efficiency with which they were organised, and all the information I received.

I have found my time as examiner very stimulating and I have found my involvement with the Course very enjoyable.

I would like to thank you for all the hospitality I received whilst in Dublin.

I have sent a copy of my report to Brid Ann Ryan.

If I can ever be of any further help in any way please be sure to contact me.

With kind regards

Yours sincerely

P.J. Brereton S.R.D., M.B.E.,
External Examiner in Dietetics.

External Examiner's Report

BSc (Human Nutrition and Dietetics)

Part 1.

The dietetic examinations consisted of a written paper and course work assessments.

I was, as usual, presented with all the relevant information and was kept fully informed regarding the examination.

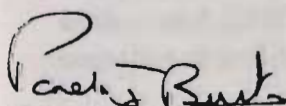
I saw the draft examination paper with outline mark scheme. This covered a good range of topics which is important as these examinations are confirming that the candidates have sufficient theoretical knowledge before commencing the clinical placement period.

The answers were well presented. Far less abbreviations were used. In general the students were thinking more around the answers rather than quoting theoretical facts. The only problem was in being selective enough of the information required.

I was satisfied with the marks given and these standards were confirmed by 8 students having an oral.

The course work assessments showed a good standard.

The examination satisfied me that the candidates had a sound knowledge of their subject and that they are ready to proceed to their clinical training.



P.J. Brereton
External Examiner in Dietetics.

November 1991.

Part 2 Final Examinations

I was very impressed how all the materials and arrangements for these examinations, which consist of a lot of different parts were so clearly and helpfully presented.

Written papers

There are 2 papers -

Practice of Dietetics (Papers 1 and 2)

Paper 1 has more applied questions and paper 2 more theoretical.

I had few comments on the draft papers for which I was given outline answers. The scripts were fairly marked. Paper 1 presented more problems for the students who found it harder to answer applied questions in a fixed period of time. The marks obtained for this paper were lower than paper 2.

Clinical Placement Reports.

These are the final report from the dietitians in charge of training. The students had a good range of marks and clearly performed well. One student requires a further 5 weeks experience before being assessed for competence to practice.

It would be extremely helpful if the trainers could put more explanation of the reasons for marks given, or the reason for mediocre or poor performance in different aspects of the report.

If internal marks and comments are made on internal reports as the students progress and move during their experience, the forms used could identify how far they are in their training and an indication of what is expected as 'excellent', 'good' 'inadequate'. I discussed this with the course tutor and we identified the type of form which could possibly be used.

Case Histories.

Each student completes at least one formal case history during the clinical training. I was interested to see the very interesting variety of cases presented. My only comment was that many of these were presented in a theoretical manner rather than including the role of the student and dietitian in the treatment (how the information was given and assessment of compliance and so forth).

Clinical Examination

Clearly a lot of time and planing had gone into the organisation of these examinations and the result was that it was easier to know which candidate was where at a given time. This meant that I was able to observe many more students than in the previous two years.

The major and minor cases showed 2 very different, yet equally important, aspects of the candidates abilities. The major showing assessment techniques leading up to the counselling, implementation and teaching.

The minor cases showed the candidate's ability to assess, communicate and advise. I strongly advise that both major and minor cases continue to be part of these examinations.

The standards obtained were, with one or two exceptions, very good.

Orals

All the students had an oral examination. They performed adequately, although the students were all clearly tired at the end of almost 2 weeks of examinations. The standards confirmed the gradings and helped one or two who had not performed so well in written Paper 1 as the marks form 20% of the total.

I feel that the clinical examination now supersedes the oral and this should no longer contribute a further mark for the examination. An oral could still be important for borderline candidates between grades.

Projects

I had the opportunity to see a selection of projects and was impressed by the final presentation which had been produced in a relatively short space of time. They are clearly well marked by a selection of people and then presented by the student. It is difficult, therefore, to be sure one is being fair if one adjusts marks at a later stage. I would, however, agree with other external examiners' comments that the marks fell in a narrow band and seemed to merit a wider range of marks being given.

CONCLUSION

The outcome of the examinations was very satisfactory and I was extremely pleased to see two candidates achieve well deserved First Class Honours awards.

It has been a pleasure to be involved with this Course from many aspects and I am extremely grateful to everyone involved for their helpfulness, interest and courtesies.

11

P. J. Brereton

P.J. Brereton S.R.D., M.B.E.

November 1991.



**EXTERN'S REPORT ON COMMUNICATIONS AND
MANAGEMENT STUDIES
FOR
THE B.Sc.DEGREE IN HUMAN NUTRITION AND
DIETETICS**

All the mechanics of the examination system operated smoothly, as far as I was concerned. I received the examination paper and relevant marking scheme in plenty of time and was quite happy with both. When the scripts had been graded by the intern examiners they were passed on to me with plenty of time to spare before the examiners' board meeting.

The quality of answering, this year, was better than ever. The second question on communications required the candidates to draw on their placement experience in order to answer the question, and the result was excellent, the original responses a pleasure to read. The assessments, too, were exceptional, easily the best I, as an extern examiner, have seen. The subjects of these assessments ranged from 'The Irish National Nutrition Survey' to 'The Tussing Report' to 'Alternative and Complementary Medicine'. It was obvious to me that the students not only enjoyed working on these assessments but also learned a very great deal.

All in all, this is a very bright degree class which has been very well taught and accurately examined. It is a pleasure to be involved as an extern examiner.

Signed:

Professor Hubert Mc Dermott.

November 27, 1991

The Academic Registrar
College of Technology

June 7 1991

Kevin St



Dr. Dom Colbert
Department of Physiology, University College Gateway
Telephone: (0911) 24411 Ext. 384
Telex: 50023

Physiology Extern Examiners Report: Biological Sciences,

Human Nutrition year 2

MedLab year 2

It is once again a pleasure to comment on the high standard the students have achieved in Physiology this June.

The written papers and continuous assessments are marked fairly and diligently and the width of the course gives a good professional background which the students appreciate.

The value of the communications course for the Nutrition students is apparent during the oral examinations where the performance is particularly good. In this context the requirement for students to give a tutorial to their class on a subject of their choice is commendable. Furthermore it stimulates private reading and research into a subject that interests the student.

Approved
to *John* *Donner*
June 17th 1991

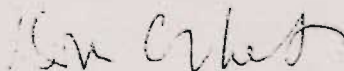
13 JUN 1991

The value of the oral examination is often questioned. In the June exam it was certainly vindicated in the case of one student who was examined in depth for a long period and as a result brought to compensation in her Physiology. I have no doubt that this student should pass Physiology but she had suffered a blank during her papers and performed very poorly as a result. Only the oral could then distinguish whether she deserved to pass.

I have previously suggested that some mechanism should be instituted to give credit to students who perform to an honours level. I don't know how the College would approach this. It might even be simplest for a medal to be given to the student with the highest marks overall or in a particular subject.

I would also question the wisdom of having two questions on Immunology in the Physiology paper (one of which is mandatory). In practice it means that a student can do both of these and so avoid important areas of the general physiology course since he/she will then have a much wider choice of questions in that section of the paper. I hope to advert to this matter at the Board Meeting later this month.

Thank you for having me as an extern examiner and thank you for the courtesy and hospitality with which I have always been received.



Dr Dom Colbert

Senior Lecturer, Applied Physiology, UCG.



Telephone : 780200

Royal College of Surgeons in Ireland
St. Stephen's Green,
Dublin, 2 .

DEPARTMENT OF CHEMISTRY

Professor K. B. Nolan, BSc, PhD, CChem, FRSC.

Head of Department

12 December 1991

Mr J.K. Taaffe,
Vice Principal,
Dublin Institute of Technology,
Kevin Street,
Dublin 8.

Dear Mr Taaffe,

Re: External Examiner's Report on Examination for:
Certificate in Medical Laboratory Sciences (Year I)
B.Sc. Human Nutrition and Dietetics (Year I)
Diploma in Medical Laboratory Sciences (Year II) 1991

The examination for the above courses covered the various branches of chemistry with questions on general chemistry (Q.1), coordination chemistry (Q.2, 3), physical chemistry (Q.4, 5) and organic chemistry (Q.6, 7, 8). The general chemistry question was broad ranging and challenging; the coordination chemistry questions (one on biological topics) were very advanced for a first year course, while the organic chemistry questions (Q.6 - 8) were of the 'factual', 'mechanistic' and 'problem' types. The standard of answering was high overall and excellent in the case of nutrition/dietetics students. The examination paper and solutions were submitted to me well in advance of the examination and the answer scripts were fairly and rigorously marked (on the hard side if anything).

In my three years of external examining I have found the course content, the examinations and answering to be of a very high standard and at least comparable with universities here and abroad with which I have dealt. The administration associated with the examinations is flawless.

Yours sincerely,

Kevin B Nolan

Kevin B. Nolan,
Professor of Chemistry.

c.c. Mr Eamonn J. Rothery.



University of BRADFORD

DEPARTMENT OF OPTOMETRY

Head of Department
DAVID PICKWELL
Professor of Optometry

Bradford West Yorkshire BD7 1DP
telex 51309 UNIBFD G
fax 0274 305340
☎ 0274 733466

5th November, 1991

Ref. TCAJ/JMP.

Dear Dr. Hussey,

I must apologise for omitting to send you an examiner's report on the Diploma in Ophthalmic Optics examinations held in 1991. In the case of the summer examinations I found the papers to be of a good standard, and my principle on looking at them was to very swiftly look at all papers to get some idea of standard, but making a much more detailed look at those cases near the pass level. I was perfectly satisfied in all cases that the marking had been fair and correct.

When I attended the examiners' meeting in June, I was also satisfied that fair and reasonable decisions were made. I was very glad to see that projects have been introduced in recent years, and I must say I think this is a good step forward.

As regards the supplementary examinations, I did, in fact, only look at the set questions, but again I was perfectly happy with the standard.

Yours sincerely,

T.C.A. Jenkins
T.C.A. Jenkins
Senior Lecturer in Optometry

Dr. Matt Hussey,
Department of Physics,
College of Technology,
Kevin Street,
Dublin 8.





Telephone 687988

DEPARTMENT OF ANATOMY
FACULTY OF VETERINARY MEDICINE
VETERINARY COLLEGE
BALLSBRIDGE
DUBLIN 4

Mr. J. F. Taaffe,
Vice Principal,
College of Technology,
Kevin Street,
Dublin 8.

24th June 1991.

Dear Mr. Taaffe,

**Re: Diploma in Medical Laboratory Sciences - Year II
Histopathology Examination 1991.**

Many thanks for your invitation to act once again on the Diploma Examiners Panel in this, the final year of the Diploma Examination.

I received the draft question papers and marking schemes early in the year. After some discussion with Mr. Lawlor and the Institute Examiner, Mr. Robert Francis we reached agreement on the subject matter and wording of the questions.

Our main practical exam requires the students to cut histological sections which are then used in investigative techniques. Normally this is done as part of Practical Paper A and the students must bring to the examination centre heavy and bulky pieces of equipment which tend to clutter the laboratory benches. This year it was suggested to the students that they attend in rotation on the day before the main practical to cut their sections using the college equipment. They were unanimously in favour of this innovation and so approval was sought from the Institute Examiner who fully supported this move. This took much of the unnecessary tension out of the main practical session and also made it somewhat easier to accommodate the larger number of students in the limited laboratory space.

The theory papers were well balanced yet testing, covering all aspects of the course.

There were nine candidates sitting the Histopathology option for the first time and one candidate who was repeating the practical alone. The extra year of practise made a great difference to this student's work and was reflected in the



School of Biology and Biochemistry

The Queen's University of Belfast

Director: Professor S.J. Martin

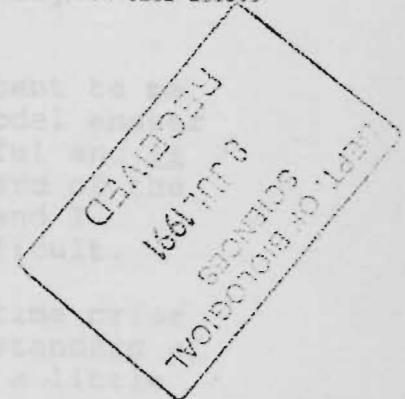
Medical Biology Centre, 97 Lisburn Road,
Belfast BT9 7BL Northern Ireland Telex 74467

Centre for Undergraduate Studies: Dr. N.L. Blumsom

Tel: (0232) 245133 Ext. 2061 2063 FAX: (0232) 236505

Heads of Research Divisions:

- Biochemistry: Dr. R.J.H. Davies
- Cell and Experimental Biology: Professor D.W. Halton
- Environmental and Evolutionary Biology: Professor A. Ferguson
- Genetic Engineering: Dr. B.K. Rima



Dr Brid Ann Ryan
 Department of Biological Science
 College of Technology,
 Kevin Street,
 Dublin 8

5th July 1991

Dear Brid Ann,

I enclose my external examiners report for June 1991 and add my appreciation for the kind hospitality and generosity shown to me during my visit.

With best wishes for the summer,

Yours sincerely,

S.J.Martin

Logged to J.K. Tunffer
9/July/91

External Examiner's Report - Professor S.J.Martin

Degree in Biomedical Sciences
Applied Biochemistry Diploma in Medical laboratory
Sciences.

The question papers for the examinations were sent to me in good time and were well presented and the model answer sheets fully used. These prove to be most helpful and is an aspect that should be encouraged. The standard of the questions appeared to me to be extremely high and I anticipated the the papers would be found difficult.

The answer papers were all sent to me in good time prior to my visit and I was most impressed with the standard of the candidates. In some cases I felt there was a little undermarking and staff my wish to be slightly more generous with candidates who show a basic understanding of the subject. This was particularly so in the biochemistry paper but the overall standards achieved were very satisfactory with some excellent candidates.

The immunology paper was of a very high standard and the staff running this new course should be congratulated on making this difficult subject an exciting and rewarding experience to the students.

Prior to the Board meeting I had looked specifically at borderline and problem candidates and am confident that the decisions of the Board are valid and correct. The main problem I saw this year involved the difficult area of continual assessments and the question of compensation, especially where repeats are possible. I expect the College will be addressing this issue and my recommendation is that the result should be a reflection of the student at the end of the course (now) rather than earlier, if this is to the student's advantage.



Coleraine Co. Londonderry BT52 1SA Northern Ireland
Telephone: Coleraine (0265) 44141 Fax: 40906 Telex 747597

University of Ulster at Coleraine

Faculty of Science and Technology

DEPARTMENT OF BIOLOGICAL AND BIOMEDICAL SCIENCES

Head of Department: Professor P G McKenna BSc PhD CBiol FIBiol FIMLS

Professor P R Flatt BSc PhD CChem, FRSC CBiol FIBiol

Professor R Marchant BSc PhD DSc CBiol FIBiol

Mr. J. Kieran Taaffe,
Vice Principal,
Dublin Institute of Technology,
Kevin Street,
DUBLIN 8.

24th June, 1991

Dear Kieran,

I enclose a report for each of the courses which I acted as external examiner this year.

Best regards.

Yours sincerely,

PROFESSOR P.G. McKENNA

PGMcK/ja

DUBLIN INSTITUTE OF TECHNOLOGY

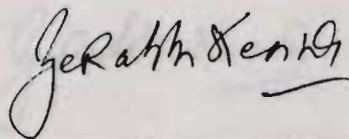
1991

Diploma in Biomedical Sciences (Year 1)

Cell Physiology and Molecular Biology

Report of External Examiner

This represents the first year of the new B.Sc. course. I received draft examination papers in the early Spring and was generally satisfied with the standard and range of the questions. A sample of scripts including all borderlines were forwarded to me well before the meeting of the Board of Examiners. I was very happy with the overall standard of marking. Overall the students did well though I am somewhat concerned that almost 50% of the class passed the unit on the basis of compensation between cumulative assessment and the sessional examination. It is possible that some of these students will experience difficulty in their final year. Nonetheless the course is clearly of the appropriate standard for the penultimate year of a B.Sc. (hons.) course in biomedical sciences.



PROFESSOR P. G. McKENNA

Head of Department of Biological and Biomedical Sciences
University of Ulster
Coleraine
Co. Londonderry BT52 1SA
Northern Ireland

24th June, 1991

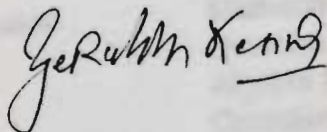
DUBLIN INSTITUTE OF TECHNOLOGY

1991

Diploma in Medical Laboratory Sciences (Year 2)
Cell Physiology and Molecular Biology (WAML 2)

Report of External Examiner

As in previous years, I was impressed by the standards of this course. I received the draft examination papers earlier in the year and was generally satisfied with the range and quality of the proposed questions. I received a sample of scripts including all borderlines well in advance of the examiners meeting. Marking was of an appropriate standard and only minor amendments were required. I felt that the overall standard of the students was marginally lower than in previous years. Nevertheless the cohort contained some very good students and reflects well on the College.



PROFESSOR P. G. McKENNA

Head of Department of Biological and Biomedical Sciences
University of Ulster
Coleraine
Co. Londonderry BT52 1SA
Northern Ireland

24th June, 1991

COVENTRY
POLYTECHNIC

Head of Department

Professor D J G James
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Department of Mathematics

Direct Line 0203 838

DJGJ/lf

Our reference

Your reference

Date

06 January 1991

Kieran Toaffe Esq
Vice Principal
DIT-College of Technology
Kevin Street
Dublin 8
Eire

Dear Kieran

**External Examiner Report
Diploma and Certificate in Mathematics
College of Technology
Kevin Street
Dublin
Session 1990-91**

In the September 1991 examinations the following units were examined.

Diploma in Mathematics:	Mathematical Control Theory Quantum Mechanics (Option) Algebra (Option) Operational Research (Option)
-------------------------	--

Certificate in Mathematics:	Algebra Statistics
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I had an opportunity to look at, and comment on the examination papers and was happy with the standard set. As in previous years the papers and related marking schemes had been carefully prepared.

Overall the examination results were good, particularly when bearing in mind the part-time nature of the course. There were some excellent scripts submitted on the Diploma course and it was pleasing to see the award of a good first class and two upper second awards. I was in agreement with all the results agreed during my visit.

During my visit to the college, we spent some time discussing the structure of the two courses. Currently there is little flexibility for the students, particularly in the Diploma course. If a student performs badly on the first examination there is little incentive to proceed on the course. As a consequence there is a tendency only for the 'best' students to stay on, leading to at least an upper second award. One wonders whether or not others are

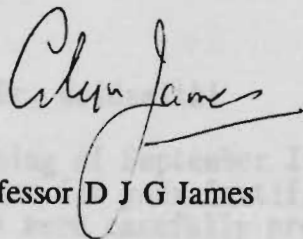
**COVENTRY
POLYTECHNIC**

capable of achieving a lower second were the structure a little more flexible.

I think there would be some merit in the course team considering the introduction of some semester based units. In this way the number of examined units could be increased from 4 to 6 or 8 (using mixture of single and double units). Double units could be examined only in September but single units in February, March and September with resit facilities in both February and September to help students proceed. This would also enable the course team to consider the introduction of an individual project within the Diploma course - students could work on this during the summer vacation. It is clear from the number of students registering that the courses are meeting a local demand and it is therefore worth the effort to seek ways of restructuring to enable better progression/completion rates.

There is clearly a strong commitment to the courses by the teaching staff and they are to be congratulated for the quality of their work and standards achieved.

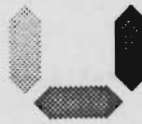
Yours sincerely



Professor D J G James

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Universität
Gesamthochschule
Essen

Universität · Gesamthochschule · Essen · Postfach 103 764 · 4300 Essen 1

Fachbereich 6
Mathematik und Informatik

Dr. Brendan Goldsmith
Head of the Department of Mathematics
Department of Mathematics, and Statistics
Dublin Institute of Technology
Kevin Street
DUBLIN 8
IRELAND

Prof. Dr. R. Göbel

Fernsprecher
(0201) 1831 oder

Durchwahl 183

Raum Nr.

Mein Zeichen

- 2410
T03 R02 D18
gö-de

Essen, den

05.12.1991

Dear Dr. Goldsmith!

Beginning of September I have been at the Dublin Institute of Technology as external examiner for your Certificate and Diploma Courses in Mathematics. The examination papers were carefully prepared and of high standard. The marking of the students were absolutely correct and only a few changes in accordance with teachers of the courses had to be made.

Sincerely
yours

Prof. Dr. R. Göbel

AN BORD SEIRBHÍSE FUILAISTRIÚCHÁIN
THE BLOOD TRANSFUSION SERVICE BOARD



PELICAN HOUSE
P.O. BOX 37, 40 MEEPIE ROAD, DUBLIN 4. TELEPHONE: 01 603333. TELEGRAMS: BLOODBANK DUBLIN. FAX: 01 603419
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YOUR REF

BTSS REF: DM/DMcC

27 May 1991

Ms. Brid Ann Ryan,
Head of Dept. of Biological Sciences,
Dublin Institute of Technology,
Kevin Street,
Dublin 8.

Re: Diploma Medical Laboratory Sciences - 1991
Blood Transfusion Option.

Dear Ms. Ryan,

Attached is my report on the Blood Transfusion Section of the above examination. I would like to thank the Dublin Institute of Technology for my appointment as External Examiner and you and your staff for the courtesy shown me on my recent visit.

Yours sincerely,

Don Mullahy, F.I.M.L.S.,
Chief II Technologist

Encl.1

Copied to Miss Tuffe

28/5/91

DIPLOMA IN MEDICAL LABORATORY SCIENCES 1991

BLOOD TRANSFUSION OPTION

Sample question papers and solution sheets were submitted to me at an early stage and I agreed these with Mr. O'Rourke. Three candidates took the examination and I have read their manuscripts. I also attended the College for the practical test.

The written segment of the examination was searching and broadly based - particularly in the multiple choice section and the answers submitted were at an acceptable level.

In the practical section the students had a number of follow-on tests and manipulations to perform and they displayed a high degree of practical expertise. Some unfortunately did lose marks in their interpretation of the results but overall they appeared to cope very well.

The facilities provided were excellent and since each candidate was supplied with their own complete set of equipment to work with the atmosphere was more relaxed than usual.



Don Mullahy, F.I.M.L.S.,
Chief II Technologist.

27 May 1991.

ST. JAMES'S HOSPITAL

ANALYTICAL DEPARTMENT
General Analytical Laboratory

Maternity Street,
F.O. 20, 201A,
Dublin 2.

marks achieved. The practical work by all candidates was consistently good and I would say, the best I have seen in my years examining on this course. On the theory papers one candidate achieved the pass mark with nothing to spare while the remainder were of a very high standard. Several students returned work of exceptional quality.

May I finally pay tribute to those responsible for mounting the practical exam. I estimate that over fifty reagents had to be freshly prepared and dispensed to ten candidates spread over two laboratories. The accurate and efficient way that this work was carried out was a credit to those involved. What was a long and complicated practical exam was conducted without a single technical problem. I have always found the staff to be courteous, willing and helpful.

Yours sincerely,

Eamonn S. Fitzpatrick

Eamonn S. Fitzpatrick F.I.M.L.S.,
Principle Technician.



ST. JAMES'S HOSPITAL

MICROBIOLOGY DEPARTMENT
Central Pathology Laboratory

James's Street,
P.O. Box 580,
Dublin 8.

tel: (01) 537941
fax: (01) 544494

3rd July, 1991

Mr. J. K. Taaffe,
College of Technology,
Kevin Street,
Dublin 8

Dear Mr. Taaffe,

Thank you for your letter of 14th March, 1991 inviting me to act as external examiner for the Diploma in Medical Laboratory Science.

I now enclose my report on the examination, with which I am happy to be associated.

Yours sincerely,

Liam English F.I.M.L.S.

Chief Technologist

Enc.

Liam English
Liam English
F.I.M.L.S.

PATHOLOGY DEPARTMENT,

MATER HOSPITAL,

DUBLIN 7.

15th July, 1991.

Dr. J. K. Taaffe,
Chairman,
Joint Committee for Medical Laboratory Sciences,
College of Technology,
DUBLIN 8.

Re: WML3 (Certificate in Medical Laboratory Sciences) 1991.

Dear Dr. Taaffe,

The colleges in Cork, Dublin and Galway submitted the draft examination papers in good time and readily agreed to minor modifications.

The papers were well balanced and there was a reasonable cover across the curriculum. I examined representative papers from each college. There is a similar and acceptable standard expected from the students in each institution.

I was unable to attend the orals and poster presentations in Galway and Cork. However, samples of the projects submitted by the Students were sent to me.

I did participate in oral examinations in Dublin and attended a number of the poster presentations.

The standard of projects and posters is very high in all three centres. However, there is a feeling abroad within laboratories that students are spending a disproportionate amount of time on those elements of the course and that time, which should be devoted to practical laboratory work and studying, is consumed by projects. Tutors should impress on students the need to budget their time wisely. Perhaps deadlines for projects could be moved further from examination dates.

FINAL REPORT

2

The evidence at the examinations throughout the language element had been
One student failed in Cork and did poorly in the in-service
component of the course. Her written work and projects were
also poor.

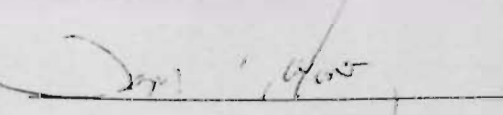
The
One student failed the examination in Dublin, but passed the
in-service assessment. A supplementary Autumn paper has been
set for her.

All students passed in Galway.

At the Board meeting in Dublin the course lecturers
suggested that it would be timely to review the current
syllabus with staff in laboratories to assess its relevance
to current practice. This idea is certainly worth following
up.

As usual it was a pleasure to deal with the staff in all
colleges.

Yours sincerely,

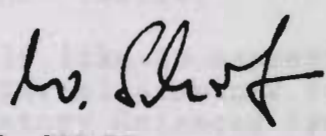

Tom Moloney,
National Examiner.

Final Report

The evidence at the examinations showed that the language element had been taught very well; it was always apparent that a great deal of thought and imagination had gone into the setting of examinations. Devising an interesting and rigorous examination for ab initio language students is not an easy task.

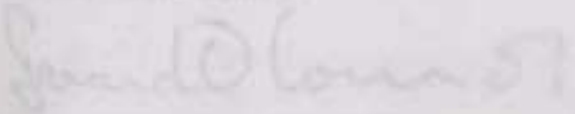
The marking was carried out in all cases with the utmost consistency. The one area for improvement which becomes immediately apparent and which I mentioned in an earlier report lies in the course structure. In my opinion, the course committee should look for ways in which the language element could be continued in order to build upon the progress which students have made by the end of Year 2. In the times of falling barriers in Europe this would give students an added advantage in the search for employment.

On a personal note I would like to thank Miss Tierney and Dr. Bertz for the efficiency with which they organised my visits to the College and for the warm Dublin welcome which they extended to me at all times.



W.F. SCHARF

11 June 1991

Yours sincerely,

Gerard O'Connor
Chief Technologist



ST. JAMES'S HOSPITAL

James's Street,
P.O. Box 580,
Dublin 8.

tel: (01) 537941
fax: (01) 544494

Report on NMLII Examination 1991

COT Kevin St.

J. K. Taaffe,
Vice Principal,
College of Technology,
Kevin St.,
Dublin 8.

21st June, 1991.

Dear Mr. Taaffe,

I would like to express my gratitude at the invitation to act as external examiner for the Certificate in Medical Laboratory Sciences (year II); as always the college staff are exemplary with their help and courtesy. I am enclosing my comments for the Summer '91 examination which I trust you will find satisfactory.

Yours sincerely,

Gerard O'Connor,
Chief Technologist.

Gerard O'Connor,
National External Examiner, 1991

Report on WMLII Examination 1991

COT Kevin St.

Two papers were presented for examination on the 8th May 1991 (morning and afternoon). A total of 20 students sat the examination and there were no failures in the two Medical Laboratory Science papers.

Paper Content and Structure

The structure and content of the two papers provided, in my view adequate scope for enquiry from the student. Paper II is particularly pleasing as it allows a broad test of the pupils knowledge. Section C is refreshing as it is problem orientated and serves as a reminder that these students are being trained for a practical profession.

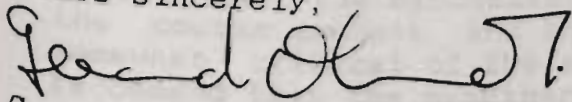
I think there could be an element of repetition in style between section A and section B whilst noting a difference in emphasis. This point merits discussion.

I found the quality of specimen answers and supplied scripts to be of the usual high standard and careful balance.

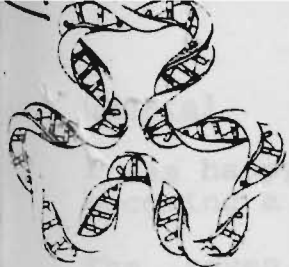
I wish to register my reservation regarding the lack of a practical exam at the end of year II. I still believe that a formal practical test of the students skills merits consideration.

I would like to thank the college staff for making the job of external examiner easy with their high standard of questions and specimen answers.

Yours sincerely,



Gerard O'Connor,
National External Examiner, WML II.



BioResearch
Ireland

Ms. Brid-Ann Ryan
College of Technology
Kevin Street
Dublin 8

21 June 1991

External Examiners Report - 1991

Dear Brid-Ann,

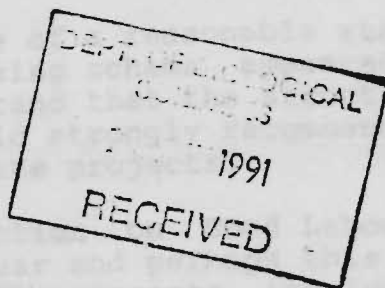
The following are my comments concerning the examination of this years diploma in Applied Science.

Biotechnology:

I found the biotechnology paper to be a fair test of the students knowledge and the marking scheme was appropriate. I found that the exam papers were marked according to the marking scheme. From oral examination of 8 students I found their knowledge of biotechnology to be narrow, but this was to be expected when examining the syllabus of the course which concentrates on fermentation technology. I feel that the syllabus should be broadened to include other areas of biotechnology for example the application of various biotechniques to the healthcare and agribusiness sectors.

Biochemistry:

I found that the biochemistry paper was also a fair examination of the course content and the marking scheme appropriate. I was somewhat critical of the style of some of the questions and would recommend that the examiners strive for greater clarity and make every effort to avoid ambiguity when presenting questions.



EOLAS,

Glasnevin, Dublin 9.

Telephone: 370177.

Telex: 32501 EI. Fax: 370176.

BioResearch Ireland
is a division of EOLAS

Irish Science and Technology Agency

General

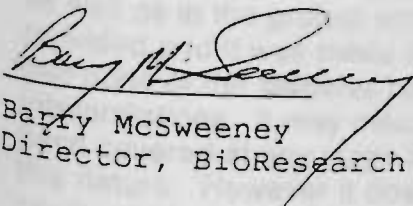
I was happy to hear that the continuous assessment process was now becoming a significant part of the examination.

The seven projects which I examined were of a reasonable standard and I was happy to note that the marking scheme appeared more realistic than previous years. I understand that the structure of the course is under examination and would strongly recommend that more time if possible could be given to the projects.

I was also happy to hear that a section on Good Laboratory Practice is now being taught in second year and perhaps this could even be extended to include some of the concepts involved in regulatory affairs.

Overall, I was happy with the standard of the students this year and wish to extend my congratulations to you and your staff on this achievement.

Yours sincerely,



Barry McSweeney
Director, BioResearch Ireland

PROF FRANK SPINON

REPORT ON EXAMINATIONS FOR TECHNICAL DIPLOMA IN APPLIED SCIENCE
DUBLIN INSTITUTE OF TECHNOLOGY (SUMMER 1982)

External Examiners Report on the Technician Diploma in Applied Science

(Cell Biology and Microbiology)

**College Of Technology
Kevin Street
Dublin**

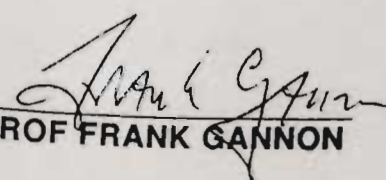
As external examiner I am happy to give a positive report on both of these courses. The areas which are covered are of great relevance and the students benefitted greatly from the course work which was provided. I feel that the course now has a correct balance of practical work and that this is reflected in the examination questions as well as in the project work. I extended the original question which had been provided and it was made a compulsory question on the Microbiology paper. The fact that none of the students responded to this slight variation is open to many interpretations. It may mean that the particular element that I had produced had not been covered at any stage in the course. This can quite correctly occur in a course of this nature. However it does highlight the absolute dependence by the students on the course work which is provided. It follows that all aspects of the course must be covered in a complete manner.

It appeared also that the possibilities for visiting locations where the students would see some of the methods in action were limited. The difficulties in doing this are appreciated but when dealing with the more sophisticated equipment and methods the benefit of a visit to a working laboratory is obvious and must be underlined.

The projects section again reflected a wide range of good quality work. It was a pity that in some cases the written presentation of the work was not an adequate reflection on the quality of the research which had been performed. It is again suggested that every effort is made to ensure that the students adhere to some widely accepted format for the presentation of these projects to ensure that the reader who comes to the work only through the written version can fully appreciate the efforts which have been made.

Overall these comments are an invitation to continue in the direction that you are going and I will take this opportunity to compliment the staff on the fine work which they carried out during the year.

Signed:



PROF FRANK GANNON

REPORT ON EXAMINATIONS FOR TECHNICIANS DIPLOMA IN APPLIED SCIENCE.
DUBLIN INSTITUTE OF TECHNOLOGY (SUMMER 1991)

This was my second year as external examiner and so I had the advantage of some familiarity with the marking and assessment systems. I received copies of the examination papers in reasonable time and there were only a few points which required clarification. This year, some of the questions appeared to have been prepared in rather a rush, so that several minor errors had crept in.

The standard of the questions in physical chemistry was high, and I found the marking well organised and fair. Some of the inorganic questions seemed to be rather descriptive, but this comment probably reveals my bias as a physical chemist. In some cases, I was not convinced that the distribution of marks within a question was well thought out. This should perhaps receive more attention in future years.

During my visit to Dublin I was given access to written papers as well as practical notebooks. The marks were presented in a satisfactory tabular form so that the task of the external examiners was greatly simplified.


Y. SUZUKI
External Examiner
Professor of Physics



**REPORT CONCERNING THE TECHNICIAN DIPLOMA
IN APPLIED SCIENCES
(Applied Physics Option, year III)
SUMMER EXAMINATION 1991**

1/ EXAMINATION PAPERS (Physic paper 1, Maths, Electronics and circuit theory)

- All paper subjects are in accordance with the syllabuses indicated in examination regulations

- Theoretical and scientific level of each paper is quite good and the subjects are in agreement with the objectives and nature of the course.

2/ REVIEW OF MARKED STUDENT'S SCRIPTS

It is not really a review because of time, but I didn't find anything abnormal. Scripts give a good idea of the student's level and enable me to compare different students in order to have a reference for students who are on a borderline.

3/ REVIEW OF STUDENTS PROJECTS REPORTS

Projects give for an external examiner, a good idea of the capability of candidates for studying a project and carrying it out. We can also assess the level of technical knowledge and skill. The project is a good means of discussion with the student who is interviewed and can argue his work.

4/ INTERVIEW OF STUDENTS

We interviewed a few students who got outstanding or good marks for a proposal for distinction or credit, and also for having a comparison with the interview of students being on a borderline, in order to give an objective assessment. I found this part of examination very informative.

CONCLUSION

I found that the standards achieved by the successful students were quite satisfactory. The level seems very good for a 3 year course.

I'd have liked to get more time to examine students report and to interview students.

Y. SIRBEN
External Examiner
Professor of Physics

To: Dr M Hussey, Head of Physics Dept,
D.I.T. Kevin St.

Fm: John J Tully, Dip.App.Sc, BSc (App.Sc).
Assistant Staff Engineer.
Telecom Eireann, Dublin District.

Date: 5/6/91.

Re: External Examiners Report, WAS 3P, 1989/1990.

Dear Matt,

Firstly, I must thank yourself and the Examination Board for having had the opportunity of acting as external examiner on the WAS course for the last two years, an experience which I have found most interesting and worthwhile.

Serving, as I am, in a non academic profession, (indeed my role for the past several years has been chiefly managerial), I feel that I have had relatively little to contribute from a technical perspective.

However, as requested, I have observed the process from the "non-academic" point of view, and the following are my observations on the standards of the examinations and students, and some comments regarding the procedures in the whole

assessment process, particularly from the point of view of an external examiner:

Regarding examination standards, while I am personally not currently in a position to argue the intricacies of many highly technical or mathematical procedures, I have none the less felt that the mathematical content of some of the papers (aside from the mathematics paper itself) has been rather high, and the subject matter perhaps more theoretical than is required for a technicians course. The effect of this being that students tend to know more about theory and formulae, and less about what those principles lead to in the laboratory, workplace, or indeed the real world.

On some occasions this has been evident in interviewing the students. I certainly could not fault the standards of the students who have graduated from the course, but in some cases the student was aware of the rules and principles of, for example, material behaviour or the properties of sound, but was unable to relate this to real life situations, (eg) why a bandwidth of greater than 20 kHz would be unnecessary in a stereo system (extreme example). This varied among the students, of course, but in most cases an acceptable academic standard had been reached, while a more practical perspective may have been of benefit.

I will point out here that having perused the 1991 draft examination papers, I felt that there had been some improvement from this point of view, with a slight shift in

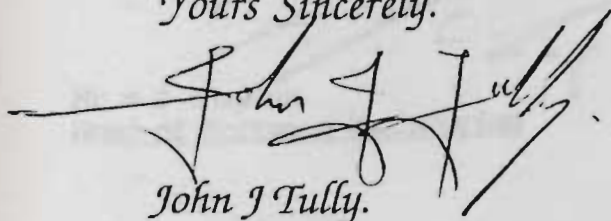
emphasis away from high mathematical and theoretical content. I am unaware whether this is due to policy or coincidence.

As regards the examination procedures, in particular the role of the external examiners, I feel that perhaps the system would benefit if the external examiners had more time to examine the scripts. Even more so, prior examination of the project reports would be very useful, or possibly the opportunity to examine the projects themselves and discuss them with the students. I realise, however, that this may present some logistical problems, in particular in arranging for examiners from distant locations to make time available.

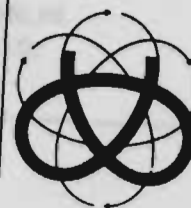
In Conclusion then, I feel that a slight change in emphasis towards the more practical aspects would be of benefit to people who are in the technician stream, and perhaps more contact time and more emphasis on projects would benefit the role of, in particular, the "non-academic" external examiner.

Thanking you once again for the opportunity to participate,

Yours Sincerely,

A handwritten signature in cursive script, appearing to read "John J. Tully". The signature is written in dark ink and is positioned above the printed name "John J Tully.".

John J Tully.

Blackheath Lane
Stafford ST18 0AD
Telephone 0785 53511
Fax 0785 55334
Janet email
CDTRWN@UK.AC.STAFPOL.CR83Mr K J Taaffe
Vice-Principal
College of Technology
Kevin Street
DUBLIN 8

Date

Our ref

Your ref

25 July 1991 s/wp.4.14/MJC/jiw

WMT3 1991 - External Examiner's Report

The overall student performance this year is certainly the best of the three years that I have experienced. I am encouraged that this performance is consistent over all subjects examined and the high proportion of distinctions awarded this year are well deserved.

It may well be that the decisions of the WMT2 examination board last year played some small part in increased student motivation this year and it is to be hoped that this increase, can be sustained.

Once again the projects exhibit a high degree of professionalism and generally correlated well with individual performances in the two allied assessment units. Even so the course team might wish to re-examine their project monitoring process in the light of the one abject failure. Whilst the occasional blip of this nature is inevitable it invariably does not come as a total surprise; it is therefore all the more disturbing when we appear unable to provide the support and counselling that is obviously required.

Finally, may I commend the course team in moving to a more appropriate award title. Whilst the previous title was understood by a majority of local employees the new title should not only have greater currency in respect of prospective students, but also provide even greater employment opportunities on completion of the course.

Mr M J Chapman
Head of Software Engineering

MICHAEL J. WALSH, Ph.D., B.E., D.P.A., C. Eng., M.I. Mech.E.

Telephone: Home: 803796
Office: 807930

26 BELGRAVE SQUARE,
MONKSTOWN,
CO. DUBLIN.
IRELAND.

Mr J K Taaffe
Vice Principal
College of Technology
Kevin Street
Dublin 2

30-12-91

Dear Mr Taaffe

Re: Diploma in Computer Science

As External Examiner and Member of the Review Board for this Diploma, I am writing to confirm my general satisfaction with this course.

There has been a consistent program of review and renewal, as befits a rapidly evolving subject such as this, so that the course has maintained its relevance and has achieved a high degree of integration and technical quality.

Many of the students I have met were of outstanding merit, and I have nothing but admiration for the staff who manage and run the course.

Yours sincerely

PP. Sínead Keohane
Dr Michael J Walsh

Professor Heinz Wedewardt

DGPB : BFF : AMI

Zum Sandfeld 17 D 5064 Rösrath 1

Telefon: 02205 4388

Dr. Matt Hussey

D.I.T. Kevin Street

Dublin 8

Irland

18.12.1991

EXTERNAL EXAMINER'S REPORT

On the 20th of september 1991 I followed the examination of the photographic students. This year we had only a small number to examine, because there were no 5th year students.

Firstly as I have previously reported, the facilities available to the photography students are limited and make it difficult for them to produce a volume of work to the required standard. The course needs to have an extended range of modern equipment in all the main formats. The colour printing facilities are also very primitive and should to be improved and placed in a more healthy and safer setting. Also I think, should it be necessary to start soon into the modern technics of audiovisuel presentations like slide-shows, multi-image, video, to be conform with the education in other european countries.

Despite my criticism of the circumstances in which the students stay, I must say that the work submitted during the past year has been of a very good standard.

I was very happy to serve as external examiner on this course, the examinations were organised efficiently and the help of the colleagues in Dublin was excellent.

Yours sincerely


Heinz Wedewardt

Rex
Roberts ABIPP

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Dr. Matt Hussey,
Department of Physics,
College of Technology,
Kevin Street,
Dublin, 8.

8th November, 1991.

Dear Dr. Hussey,

On Friday, 20th September last I attended at Kevin Street, in company with Prof. Heinz Wedewardt, for the purpose of reviewing the 1991 PSP 3 examination results. We carefully considered all the practical work submitted to us and at the subsequent board meeting agreed the markings and results.

The work of seven candidates was looked at with the following results. Three candidates received passes, three received credits and there was one distinction.

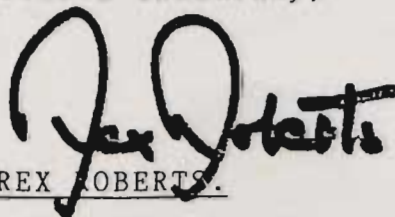
The practical work which we saw indicated that the photographic courses in the college appear to be still functioning at a satisfactory level and a number of the students are producing work of very good quality.

It is difficult to assess the teaching value of the courses on the evidence of a one-day visit to the college, where almost all the time is taken up by looking at the results of practical work. There would be an argument in favour of the external examiners being a little more involved throughout the year in the work of the courses and particularly that more time could be spent in examining the written scripts.

Trusting that you will accept the above comment as being constructive.

With kindest regards,

Your's sincerely,


REX ROBERTS.

EXTERNAL MODERATORS REPORT: BAKING TECHNOLOGY

I enclose my report on the final year of WBT3 summer examinations. I made 2 visits to the department and my comments are as follows:

1st Visit

Examination Papers:

I find that these were well thought out in all areas, with marking schemes that were comprehensive and fair to the students. My only comment and this was taken on board was to indicate to students where operations were split to show the value of the marks for these sections.

Practical Examinations:

I was present for the confectionery and the bread practical tests which stretched the students on both occasions to produce a good range of products to indicate their levels of skills. I was also present when the tutor in charge marked the confectionery and was in full agreement with the marks awarded to each student. The bread assessment of marks were carried out after my visit, however the product range was seen and the subsequent marks awarded followed the same pattern as the confectionery indicating a good average standard for the group. The test baking paper was seen by me on the second visit in report form from the students.

General Comments

The following comments are of a general nature which I hope will be constructive for the course team for the future.

1. In talking to the team and Head of Department it would seem that they are keen to change the title of the department to reflect on the wide range of subjects the course covers. I have no query on this and it would be their decision based on consultation within the college.

2. Equipment

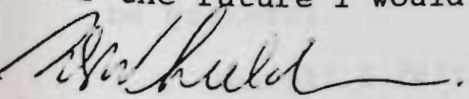
This is an area that does need attention for the future provision of the course. Great strides have been made to improve the rooms but particularly such items as mixing machines, scales, etc do need to be replaced by modern equipment if the course is to retain the practical work standards it deserves.

3. This can be achieved if as per my earlier report a retail shop is set up and the surplus from this venture is put back into the department for a planned replacement programme. In addition, a shop gives the students a focus and a more realistic practical session as the products are produced for a retail shop with given deadlines to meet.

4. The test baking raw materials testing area is at present spread around the department. The equipment is very costly as to improve this area a room dedicated to this would be of great value and in addition would support outside work in this area again a means of generating income to help update and replace old equipment.

5. In the area of applied business studies I was able to see projects that the students had produced in their own time. These were a credit to the students and the staff member who had set the task. I would strongly recommend that this type of work is incorporated into the future assessment criteria of the course.

Finally, I hope the above is constructive and of value to the team. Once again, thank you for your generous hospitality and help in the visits. This was my last visit in the 3 year appointment and I am happy to say that the team has made great strides over this period of time. Should you wish me to continue for the future I would be more than happy to do so.



M S WHIELDON
19 June 1991

NORTHERN REGIONAL HEALTH AUTHORITY
REGIONAL MEDICAL PHYSICS DEPARTMENT

NEWCASTLE GENERAL HOSPITAL
NEWCASTLE UPON TYNE NE4 6BE

Professor K. BODDY, Ph.D., D.Sc., C.Phys., F.Inst.P., F.R.S.E.
HEAD OF DEPARTMENT

TELEPHONE
TYNESIDE (091) 273 8811
Ext.

11th June 1991

TAW/NJF/1.3

Dear Dr Hussey,

Technician Certificate in Medical Physics
and Physiological Measurement

Summer examinations - Year III 1991
External Examiner's Comments

The scope and depth of the examination reflected a very satisfactory standard. I do not have the concern over slightly generous marking that I had two years ago, although I still feel that raising the 40% pass mark level would help to diminish any potential for this.

One technical aspect of the examination paper which needs addressing is the unspecific allocation of marks to some of the question parts. For example in Paper 3, neither question 7, question 5II nor question 8 had any indication of mark allocation to their various parts.

In Paper 2, questions 4 and 6 had examples of more than one question being asked within the same paragraph, but only a single mark being allocated to the whole paragraph. It would also be helpful if internal examiners would always indicate the earned mark for each part of a question - sometimes only a total mark was recorded.

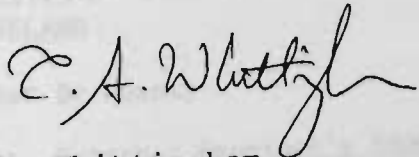
Im sorry my suggested modifications to the draft question paper arrived too late for incorporation. If you could give me more time before the next examination I would be grateful.

Overall I felt the standard of the course is good and the performance of this cohort of candidates has been very commendable.

Thank you and Mr Goodman for your kind hospitality during my visit, I'm sorry you were unable to join Mr Goodman and me for an excellent lunch.

Best Wishes.

Yours sincerely,



T.A. Whittingham,
External Examiner.

Dr. M. Hussey,
Dublin Institute of Technology,
College of Technology,
Kevin Street, Dublin 8,
Eire.

Birmingham
Polytechnic

Switchboard 021-331 5000
Direct Line
Our Ref RAB/CH
Your Ref
Date 12 November 1991

Dr M Hussey
College of Technology
Kevan Street
Dublin 8
IRELAND

Dear Dr Hussey

Re: External Examiner's Report (Certificate in Science for Nurses)

I attended the final Examination Board for the above course on 14 June 1991. This was held for a small number of students whose results were still outstanding.

The papers which had been set were appropriate to the level and curriculum content of the course. On the whole the results were good. At the time of the Board, I expressed my regret that the course was not continuing, particularly in the light of recent developments in nurse education which clearly indicate the need for closer links with Higher Education.

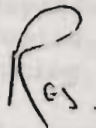
I continue to express the hope that this initiative will be re-visited not least, in the first instance, for post registration nurses.

I would be happy to engage in collaboration for any future course developments. Additionally, the Department of Nursing at Birmingham Polytechnic would be only too pleased to engage in a reciprocal arrangement should interested staff wish to visit with a view to examining developments in nurse education in the U.K.

Please convey my thanks and good wishes to the course team. I have been most appreciative of the warmth of your welcome during my visits to Ireland and the helpfulness of everyone concerned.

With all good wishes.

Yours sincerely



Roswyn A Brown
Deputy Head of Department
of Nursing and Community Health

Faculty of Health & Social Sciences
Birmingham Polytechnic
Perry Barr Birmingham B42 2SU

Professor J M Hitchen
BSc(Hons) PhD MBIol CBiol
Dean of Faculty

*Birmingham
Polytechnic*

Department of Health Sciences
Department of Nursing & Community Health
Department of Sociology & Applied Social Sciences

RECEIVED

23 JUN 1991

111 Osborne Road
Sheffield
S11 9BB

25 June 1991

Dr J C Fisher
Department of Electrical Engineering
College of Technology
Kevin Street
Dublin 8

Dear Dr Fisher

I am pleased to submit the following report on completion of my second year as external examiner for the Control Option in the Honours Diploma course in Electrical/Electronic Engineering.

The examination papers were generally of very good standard and demanding, and the Control papers, particularly, included a relatively wide range of relevant topics. The standard, undoubtedly, compares very favourably to that of many other UK and Irish universities and polytechnics, and indicates a commitment by the staff to teach advanced modern control theory and its practical application using real-time controllers.

The Mathematics paper also was of high standard, although some questions were perhaps too long and required excessive bookwork. This, however, did not have a serious affect on the subject average. With regard to the Mathematics course material, this concentrates heavily on partial differential equations and complex function theory, some of which is included in the third year course, and perhaps consideration might be given to the relevance of this material at the final year stage, and to the possibility of removing it to the third year. This would enable the Control Option to be expanded by introducing more emphasis on other systems-related topics, such as signal processing, knowledge based systems, self tuning, robotics, or process control/advanced manufacturing.

The project reports I read were also generally of good standard and well presented, and I was pleased to see the strong emphasis on logic controller applications and real time control in most of the projects, which would provide the students with useful experience relevant to industrial control. I also noted that the proportion of single student projects in the Control Option had increased this year, as previously recommended.

I had brief but interesting discussions with some members of staff on possible enhancements to the course, and found a desire and also the potential to expand into other important control system areas, such as outlined above. This could stimulate staff research and possibly be linked with the programme of your industrial control unit.

With best wishes

Yours sincerely

Harry Nicholson.

Professor H Nicholson

RECEIVED
19/11/68
ADMINISTRATIVE

University of Salford

16 September 1991

Salford M5.4WT

Professor J H Calderwood
Pro-Vice-Chancellor

formerly

745-5000

Telephone 061-~~263817~~
ex. 4809

Telex 668680 (Univ Salford)

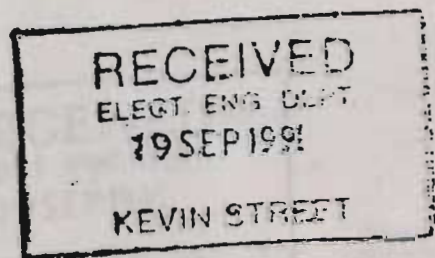
Dr Jonathan Fisher
College of Technology
Kevin Street
Dublin 8
Ireland

Dear Jonathan

I hope that this report will do. I thought it better to start with a rather general view: next year I hope to let you have something with a sharper focus.

Yours sincerely

Jane



Honours Diploma and Degree in Electrical/Electronic Engineering

I first was involved with this course some twenty years ago in connection with its initial accreditation when it was still in a very formative stage. I had a similar involvement with it some fifteen years or so later, when it was again accredited under the more stringent and formalized rules which by that time were being applied. I am now privileged to be once more involved with the course, now in its mature phase, as an external examiner.

Although time has brought many developments, the essential nature of the course has not changed. Its aim has always been to produce graduates with a good understanding of the fundamentals of electrical engineering, so that they would be useful not only at once, but also in the future as their work would change in unpredictable ways. This basic knowledge would enable them to grow with the subject, and indeed to make the subject grow. These are the considerations which have moulded the course into its present shape.

There is at present a great deal of demanding material in that mould. Before making any very specific comments I should like to have a little more experience of the course in its present form. But the direction of my thoughts is that the time might well have come when emphasis should be moved away from considerations of what more material should be included in the course to ensure a better average, and towards considerations of what material might be dropped from the course to ensure a better understanding.

This should not be taken to mean that the course has any significant defects at present. On the contrary, my belief is that it is a very good course indeed, well taught by enthusiastic staff to students of generally high calibre. I am looking forward to my remaining period as external examiner, during which I hope to crystallise my impressions into the form of specific recommendations.

H Callwood
16.2. September 1991

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19 SEP 1991

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19 SEP 1991
KEVIN STREET

University
of Ulster

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Newtownabbey Co. Antrim BT37 0QB Northern Ireland
Telephone: Belfast (0232) 365131 Telex: 747493 Fax: (0232) 362804

FACULTY OF SCIENCE AND TECHNOLOGY

Head of Department of Electrical and Electronic Engineering
Professor R.H. Mitchell, B.Sc., Ph.D., C.Eng., F.I.E.E., F.I.E.R.E.

RHM/SMW

4 July 1991

Dr J Fisher
Department of Electrical Engineering
Dublin Institute of Technology
College of Technology
Kevin Street
DUBLIN 8

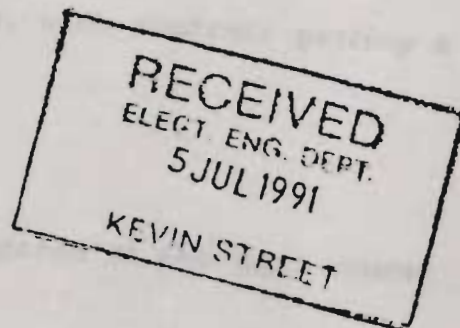
Dear Dr Fisher

Please find enclosed my Report on the Honours Diploma in Electrical-
Electronic Engineering examination papers and Examination Board.

Sincerely yours

R.H. Mitchell
PROF R H MITCHELL BSc PhD CEng FIEE FIERE MBES
HEAD OF DEPARTMENT
ELECTRICAL & ELECTRONIC ENGINEERING

Encl



DUBLIN INSTITUTE of TECHNOLOGY
COLLEGE of TECHNOLOGY
KEVIN STREET, DUBLIN

HONOURS DIPLOMA in ELECTRICAL-ELECTRONIC ENGINEERING

FINAL REPORT

by

PROF R H MITCHELL

1990-91 Academic Year

(i) Examination Papers

I received the examination papers with enough time to be able to examine them thoroughly. They were of good standard with a mixture of explanation and computation. The standard is well up to that of honours in other institutions.

(ii) Examination Board

On my 2-day visit to Dublin I had the opportunity of viewing all the written papers in the Electronics Option, together with the project reports. The papers seemed to be fairly marked, with a good spread of grades.

Projects continue to be a problem. Although some are undertaken by single students, in general they are shared. I also get the feeling that they are of variable standard. I found it strange that the Electronics projects were marked using a different marking scheme than those in Electrical Engineering.

The Examination Board was conducted fairly, with students getting a sympathetic hearing where necessary.

GENERAL

I would recommend that several things be considered at the next course revision.

- (i) The course team should consider introducing more design into the course, right from first year.

The course is fairly traditional and lacks the necessary Computer-Aided Engineering which will produce good design engineers.

CAE is, of course more difficult to examine, because group activities become more important. However, this should not constrain the course team, since they already have experience of group projects.

(ii) Final Year Projects should be undertaken individually.

Project activity has drawn a lot of comment from external examiners. I believe there are enough academic staff available to allocate and supervise individual student projects. It might be possible to consider the project plus the design activity in (i) above as generating a continuous assessment mark which is considered separately but alongside the examination aggregate, when considering honours classification.

Whatever changes are made I wish the course and staff all good wishes in the future.

RHM

R H MITCHELL

Dear Jonathan,

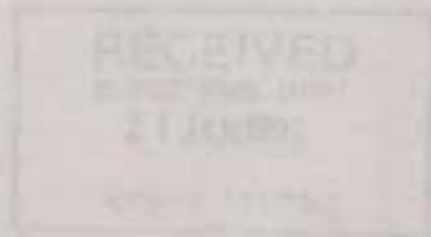
Reluctantly and with apologies for the delay, attached herewith is my report on the subject in hand.

As requested by you last month, I am pleased to offer my services for a fourth year for the position of External Examiner in the interest of all students with the new external external courses.

I trust you find my report in order. I find the work interesting and am very pleased to have been invited to have an involvement.

Yours sincerely,

Jonathan R. Mitchell
R H MITCHELL





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Measurement, Control & Information Systems For Process & Power Industries

Head Office: Monknewtown, Slane, Co. Meath, Ireland. Phone: (041) 24500. Fax: (041) 24503.
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Clonmel Office: 4 Anglesea Street, Clonmel, Co. Tipperary. Phone: (052) 22722/22910. Fax: (052) 22024.

Ref.

Your Ref.

Date

20.1.1992.

Dublin Inst. of Technology,
Kevin St.,
DUBLIN 8.

Att: Dr. Jonathan C. Fisher.

Subject: External Examiners Report on Examination and Judgement
for Final Year Electronic Technician Diploma Course
for Summer, 1991.

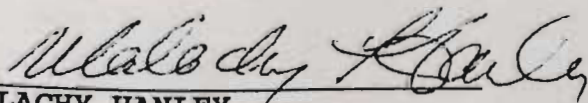
Dear Jonathan,

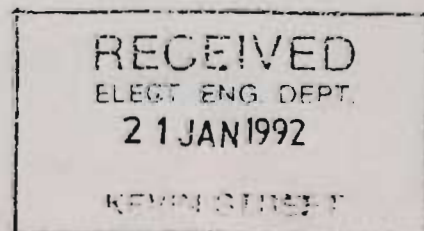
Belatedly and with apologies for the delay, attached herewith is my report on the subject in hand.

As requested by you last summer, I am agreeable to offer my services for a fourth year for the coming Summer 91 Examination in the interest of an overlap with the new Academic External Examiner.

I trust you find my report in order. I find the task interesting and am very pleased to have been invited to have an involvement.

Yours sincerely,


MALACHY HANLEY.



COLLEGE OF TECHNOLOGY, KEVIN ST. DUBLIN 8

TECHNICIAN ENGINEERING DIPLOMA - ELECTRICAL ENGINEERING

26 June 1991

SUMMER 1991

EXTERNAL EXAMINER'S (INDUSTRY) REPORT ON EXAMINATION AND
JUDGEMENTS. - MALACHY HANLEY, B.E.

Dr J C Flegg
Head, Department of Electrical Engineering
College of Technology
Kevin Street
DUBLIN 8

1. Review of the Examination Papers and Model Answers.

I had an opportunity to review the papers and model answers in advance of the examination. I took particular interests in the papers of (A) Instrumentation and Control Systems and (B) Business Studies wherein my expertise would be well matched.

I note that in the case of (A) that the papers deal with modern instrumentation and applications which are appropriate to young technicians entering industry at this time. In regard to (B) the emphasis on Quality in Manufacturing, which is not just topical but here-to-stay and the question on S.P.C. indicate that the students are being inculcated in these cultures.

The model marking systems in each case appeared fair and correct.

2. Judgement of Paper's Submitted and Examiner's Marking.

We reviewed samplers of the marking system and the marking results by student and subject array. Borderline cases at each level of merit were subject to a closer examination.

It was our opinion that this aspect was dealt with in a fair and correct manner.



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FACULTY OF SCIENCE AND TECHNOLOGY

Head of Department of Electrical and Electronic Engineering
Professor R.H. Mitchell, B.Sc., Ph.D., C.Eng., F.I.E.E., F.I.E.R.E.

GC/SMW

24 June 1991

Dr J C Fisher
Head, Department of Electrical Engineering
College of Technology
Kevin Street
DUBLIN 8

Dear Dr Fisher

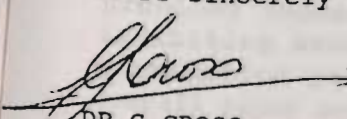
Technician Engineering Diploma - Electrical Engineering
Year 3 (Ref K131/3)

Further to my attendance at the Examination Board meeting for the above course on 21 June, I enclose my external examiner's report.

I was sorry not to have met you during my visit but your deputy looked after me very well.

With best wishes.

Yours sincerely


DR G CROSS

Encl

RECEIVED
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26 JUN 1991

KEVIN STREET

COLLEGE of TECHNOLOGY, KEVIN STREET, DUBLIN

RECORDED
26 JUN 1991
KEY FILED

TECHNICIAN ENGINEERING DIPLOMA - ELECTRICAL ENGINEERING
YEAR 3 (Ref K131/3)

External Examiner's Report (1990/91)

I reviewed draft examination papers submitted to me in April 1991 in:

- Mathematics
- Field and Circuit Theory
- Electronics

The papers were all of generally good academic standard with comprehensive and detailed marking schemes. The marks allocations were well-apportioned within each question.

The Mathematics paper included a limited attempt to relate the content of some of the questions to engineering applications and this trend in question style should be encouraged.


The Field and Circuit Theory paper contained an interesting spread of questions with an attempt to include some engineering application content in some of the questions. Although the time constraints on teaching both the underlying theory and consequent applications are an inhibiting factor, greater use of applications style questions should again be encouraged.

The Electronics paper again contained a good spread of questions giving comprehensive coverage of the syllabus. There was some attempt to include 'design' type questions though this approach could have been further extended.

The examination scripts were carefully marked. It was noted however that questions 5 and 7 in the Fields and Circuits paper, and questions 7 and 8 in the Electronics paper were attempted by very few students. In the case of the Electronics paper, I understand that this arose from staffing problems encountered during the year. However, it has the effect of inhibiting students' choice and may have a significant effect on the examination performance of weaker students although it is noted that the overall paper average in Fields and Circuits is quite reasonable at 57.2%.

It was encouraging to see the generally good results in French and German and the relevant teaching staff are to be congratulated on producing the results which indicate good student motivation.

All aspects of the examination paper production and of the Examination Board meeting were very satisfactory.



DR G CROSS

College of Technology
Kevin Street,
Dublin

External Examiner

George T. Waters

During the examinations for the session 1990/1991 I acted as an external examiner for the following courses:

Technician, Engineering Diploma
in Telecommunications and Electronics (Ref. WRTT)

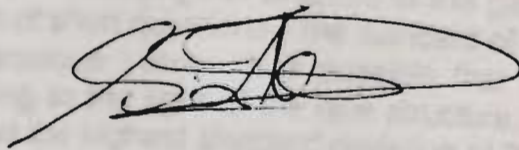
and

Technician Diploma in Electronic Engineering (Ref. WRS)

I found, the standard and content of the examination papers fair and reasonable in relation to the course content.

The internal examiners had in all cases been diligent in marking the candidates scripts the standard of which in general was high.

Overall I was pleased and satisfied with the performance of the candidates and with the care and attention given by the staff of the College.



George T. Waters.

AJH111

REPORT OF DR. A.J. HARTLEY - EXTERNAL EXAMINER 1991

COURSES :

Technician Engineering Diploma in Telecommunications and Electronics (WRTT)
Technician Certificate in Electronics (WRCE)

I found both courses to have maintained their high standards in both examination papers and student performance.

In WRTT the average mark for Electronic Engineering 2 was low; there was no clear reason for this and the scaling up of marks helped the Examination Board to appropriate decisions. By contrast the WRTT Mathematics average was particularly high, although I would like to reiterate my comments of 14.5.91. concerning coverage of the syllabus.

Overall the standard was maintained with four very good Distinction candidates obtaining marks significantly higher than any obtained last year. It may be worth considering the adjustment of the Credit band in future years. This is a narrow band of 10% compared to the Pass band of 20%.

In WRCE it was very encouraging to see that the performance of the students has recovered from its lower level of 1990.

The one exception to this was in Mathematics where a very low average was obtained. Due account was taken of this in the Examination Board to avoid unfairly disadvantaging students. It was good to note the change in structure in this paper with the introduction of a compulsory section of short questions. The standard of the paper set seems closely comparable to previous years. It is possible that the compulsory short questions need reassessing in the light of the new structure. It should be noted, however, that the paper had the highest standard deviation of 20.9 and one candidate achieved 86%.

It would be worth reconsidering carefully the level of mathematics required for the technician. The group of students considered were excellent in Project and their Electronic and Communications lecturers had a high regard for them despite their low average performance in Mathematics.

Finally, can I commend the new practice of presenting the marks of students in rank order rather than alphabetically. This is of considerable help in academic decision making. To assist the administrative staff in future years, the Board could also be presented with an alphabetical list on which final decisions could be entered.

A.J. Hartley

A.J. Hartley
External Examiner



NATIONAL MICROELECTRONICS RESEARCH CENTRE IONAD NAÍSIÚNTA TAIGHDE MHCIRILEICTREONAIGH

Mr. Chris V. Cowley
Head of Department
Department of Electronic and Communications Engineering
Dublin Institute of Technology
Kevin Street
Dublin 8

Fax: 01-780282

Dear Chris,

Please find attached external examiners reports for the Technician Diploma in Electronic Engineering (Ref. WRS) and Certificate in Electronics (Ref. WRCE) courses for the academic session 1990/91.

I would like to thank both Mr Bart O'Connor and you for the briefings on the course background, content and objectives which you provided prior to the examination board meetings.

I was very impressed with the developments within the electronic engineering department that you outlined during my visit to Kevin Street and look forward to seeing the progress in the new Computer Aided Design facility during my next visit.

As your department feeds graduates into many fields, it might be interesting to meet either formally or informally with both the lecturing staff and students to discuss the different courses in more detail.

Once again, may I say how pleased I am to act as an external examiner, in particular as I am a past graduate of the college.

Yours sincerely

Dr. Gabriel M. Crean,
Senior Research Scientist,
Postgraduate Programme Director.



NATIONAL MICROELECTRONICS RESEARCH CENTRE IONAD NAÍSIÚNTA TAIGHDE MHCIRILEICTREONAIGH

External Examiners Report

Session 1990/1991

Course: Technician Certificate in Electronics (WRCE 2)

This report is based upon a review of the course content, standard and examination board procedure for the Technician Certificate in Electronics.

Overall, I found the course content very interesting, of a high standard and well directed towards achieving its objectives of producing competent electronics technicians. Considering the current trends in the electronics industry with regard to recruitment from courses of this nature, it may be appropriate to consider if the students obtain adequate experience of industrial applications, given the "hands-on" nature of their future role.

The objective of the examination board is to review student scripts and ensure that a fair overall grade is awarded. I was very impressed with the manner in which this examination board review was conducted. The open and frank discussions with the lecturing staff was very useful. In addition, the commitment and enthusiasm of the lecturing staff to the course and students and the knowledgeable manner in which they responded to specific questions concerning borderline students was very evident. The staff were very familiar with each students strengths and weaknesses.

Overall, the standard of scripts and marking was high. However, in mathematics, it seemed to me that the average mark was very low. Based on the scripts that I reviewed, I believe that the marks in other technical subjects provided a fairer indication of the quality and commitment of the students on this course. I would therefore suggest that a review of the mathematics paper is carried out prior to the next examination to ensure that the standard required is consistent with the other subjects.

I particularly feel that the examination paper format for this course (short answer sections) was very successful.

In summary, I find the course of a high standard and the examination board review procedure very satisfactory. On a personal note, I very much appreciated the interaction with the staff of the electronic engineering department both before and during the examination board meeting.

A handwritten signature in cursive script that reads 'Gabriel M. Crean'.

Dr. Gabriel M. Crean,
Senior Research Scientist,
NMRC Postgraduate Programme Director



NATIONAL MICROELECTRONICS RESEARCH CENTRE IONAD NÁISIÚNTA TAIGHDE MHCIRILEICTREONAIGH

External Examiners Report

Session 1990/1991

Course: Technician Diploma in Electronic Engineering (WRS3)

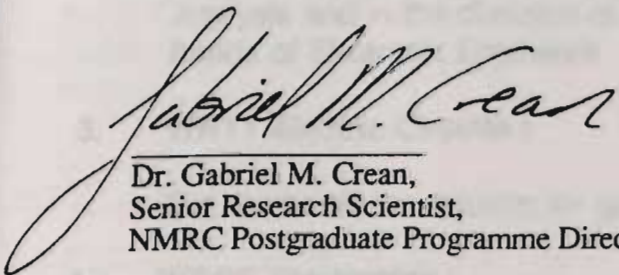
This report is based upon a review of the course content, standard and examination board procedure for the Technician Diploma in Electronics.

Overall, I found the course content very interesting. The subjects covered are what one would expect to find in a senior diploma programme for technicians. As an engineer who manages European research projects and interacts on a daily basis with European research staff, I particularly appreciate the importance of the language and industrial studies subject content. The overall programme is of a high standard and well directed towards achieving its stated objectives.

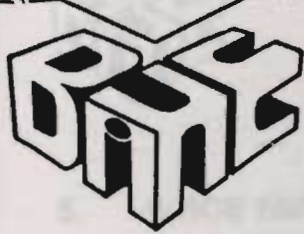
The objective of the examination board is to review student scripts and ensure that a fair overall grade is awarded. I was very impressed with the manner in which this examination board review was conducted. The open and frank discussions with the lecturing staff was very useful. In addition, the commitment and enthusiasm of the lecturing staff to the course and students and the knowledgeable manner in which they responded to specific questions concerning borderline students was very evident.

Relating to the WRS course standards, I believe that the low average mark and the narrow distribution of marks in certain subjects (for example; Communications Engineering and Industrial Studies) might be the focus of some discussion within the engineering faculty. On the same theme, I note that only one WRS 3 student was awarded a distinction. It would be interesting to compare this result with other diploma programmes both within the DIT and external to it.

In summary, I find the course content to be very interesting and relevant to the requirements of todays electronics industries. The examination board procedure was very satisfactory and ensured a fair overall diploma award for each student. I very much appreciated the interaction with the staff of the electronic engineering department both before and during the examination board meeting.



Dr. Gabriel M. Crean,
Senior Research Scientist,
NMRC Postgraduate Programme Director.



Bolton Institute

of Higher Education

School of Engineering

Deane Road, Bolton. BL3 5AB Tel: (0204) 28851
Fax: (0204) 399074

AJH106/ab

14 May, 1991

Dear Mr. Cowley

Thank you for the draft examination papers and solutions for the WRTT and WRCE courses.

It has been a pleasure to go through the papers; they are of your usual very high standard. I have a few suggestions and comments to make as follows :

1. I would like to suggest that in future years the examiners add brief comments to their solutions to indicate to the external examiner the level of difficulty of the questions for the students concerned. Only the lecturer himself knows the extent of the knowledge and experience of the students on sitting the exam and the relative difficulty of different part questions. This is a system we have used with success in Bolton for some years.

2. **WRTT Mathematics :**

There are 4 sections in the syllabus for TT301 Maths. The questions concentrate on two of them, Vector Analysis and Differential Equations; there is less coverage of Matrices and Statistics in the paper and no coverage of programming. This is also true of the 1990 and 1987 papers so ! assume it reflects the importance you attach to the relevant sections. However, I would like to suggest that the balance of the paper be moved away from Vector Analysis and in the direction of Statistics and Matrices to reflect the changing needs of Electronic Engineers.

3. **WRTT Electric Circuits :**

The marks on the solution for question number 2 add up to 18 not 20.

4. **WRCE Electronics :**

The balance of marks for question number 1 seems to undervalue the first section; is the calculation worth as many as 6?



5. **WRCE Mathematics :**

It was very pleasing to see a compulsory section on this paper; I hope it works well.

6. **WRTT Mathematics :**

The marks on question number 2 and its solution are inconsistent. Can I suggest the solution marks as more appropriate?

I will let you know when I have finalised my travelling arrangements and I look forward to seeing you all ~~then~~ *in June*.

Yours sincerely,

Andrew

A.J. Hartley
Deputy Head of School

Mr. C.V. Cowley
Assistant Head of Department
Department of Electronic & Communications Engineering
College of Technology
Kevin Street
Dublin 8
Ireland

23/5/91

Copy of letter sent to
Blenda Goldsmith.

Certificate in European Languages for Business

June 1991

Report from Eve Mitchell - Outside examiner (French)

ORAL EXAMINATION

The changes made this year in the conditions of the oral were very beneficial. The students were less tense and tasks were clearly defined - one of their own tutors acting as silent observer and marker seems to have worked well. The fact that they were telling me about their project meant it was a genuine communicative exercise since I had no prior knowledge of the project and was interested to hear details of it.

Suggestions for future orals:

- a) some testing could perhaps become more 'natural' if the student was asked to interact with a native (trained) student and marked by a listening tutor.
- b) the oral might be marked Pass or Fail rather than given actual marks.
- c) in view of the fact that this certificate is not going to be offered in the same format next June, I feel that there is a strong case for organising a RESIT session in SEPTEMBER 1991.

WRITTEN EXAMINATION

Another type of question could perhaps be envisaged. The students could be asked, for instance, to read 2 texts on a similar topic and then make up a title and a conclusion for either and compare their purpose.

GENERAL REMARKS

1. If the failed students are to resit in September 1991, perhaps a programme of revision could be suggested to them.
2. Starting a Former Students' Association could, I feel, be profitable to current students.
3. I found most students I examined ready and able to communicate in the foreign language. This willingness to break the language barrier, even if fluency or accuracy are not always reached, will encourage good will and success in professional contacts with French speaking partners.



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DEPARTMENT OF GERMAN

Miss Kathleen M. Tierney
Department of Languages and Industrial Studies
College of Technology
Kevin Street
Dublin 8
Ireland

9th July 1991

Dear Miss Tierney,

Once again I have to start my report to you with an apology for the delay, but as our 'hot' examination phase begins just when yours ends, it seems to be almost inevitable.

My report this year can fortunately be very brief as none of my 'complaints' in last year's report apply this time. I found the marking on all papers impressively clear and exact and noticed that most of my comments on the draft papers had been incorporated.

I would like to mention that the handling of the role-play activities in the oral examination by your new member of staff, Dagmar Fischer, was excellent. These activities, if not acted properly on the part of the staff, can be awkward for some candidates. The only suggestion I have here, and it is one which applies to the essay on German I Paper 2 too, is that any type of activity which turns up in an exam should have been exercised sufficiently beforehand, preferably also in the term before the exam, in order to avoid students being unsettled by the format.

I was generally very impressed by the written and oral competence of most of the candidates. In the case of the weaker ones - the fails and borderline cases - it can be said that their oral competence was better than their competence in written German where severe grammatical mistakes made their writing very difficult to understand. May I suggest that in the coming year, especially if one can assume that you now have a three year course, you could attach a bit more weight to the teaching of grammatical correctness.



Food Drink & Tobacco Federation

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Tel: 416-778-1111 Fax: 416-778-1112

Let me finally thank you and the Principal very much once again for your hospitality and the German staff for their very open cooperation which makes the work as an External Examiner in Kevin Street a pleasure.

I wish you every success for the coming year.

Yours sincerely,

Dietmar Rösler

Dr. Dietmar Rösler

Dear Sirs,

Thank you for letter of June 6. (Being today, I will have telephoned you and arranged to have the papers returned to you.)

I am very pleased to see the comments received in the programme, examination and practical assessment and I have the impression that the standard of English has improved.

Specifically in relation to the composition of the paper, I was particularly surprised that so very few attempted questions I had chosen to answer. In fact, a few days before the exam I had written to the students of their curiosity would have had the ability to "write a short essay". A number of students of the latter having returned and a great improvement in English was a long time ago. Applied that, I was particularly interested that so many students seemed to be the first year while you seemed to be the second year of the University and the improvement in writing is considerable.

On the business studies paper, I had very much enjoyed that hardly any students had done the original correct answers. The question in GATT and the Company Law, I had very much enjoyed that had been prepared during the year that the paper was prepared to go with. I was equally surprised to see that very few had any difficulty with the question in article 11 and 12 which asked to explain and when they were asked to do that many of them were surprised. In fact, we had a very good time with the paper. I would be happy to see you in the future to talk to the students of why there should be a better balance between the main and minor subjects in the course. The staff obviously are better at handling the subject of English. I would like to see you in the future to see how we can improve the standard of English in the future. I would like to see you in the future to see how we can improve the standard of English in the future.



Food Drink & Tobacco Federation

Confederation House, Kildare Street, Dublin 2. Tel: (01) 779801.
Telex: 93502. Telegrams: Confindus Dublin. Facsimile No. 777823

Miss Kathleen Tierney
Department of Languages and Industrial Studies
College of Technology
Kevin Street
Dublin 8

13 June 1991

Dear Kathleen,

Thank you for letter of June 6. During today, I will have telephoned you and arranged to have the papers returned to you.

I am very impressed at the all procedure involved in the preparation, examination and correction procedures and I have the impression that the standard of replies has improved.

Specifically in relation to the European studies papers, I was particularly surprised that so very few attempted question 3 in relation to labour law in Ireland. I felt from replies to other questions that a number of them certainly would have had the ability to "write a short essay". A reasonable knowledge of the labour issues involved and a good comprehension in English would have done the trick! Against that, I was particularly interested that so many students jumped in to the two areas which were topical i.e. the external relations of the Community and the developments in relation to competition law.

On the business studies papers, I felt very perplexed that hardly any students (I think there was only one or two) attempted questions 5 in relation to GATT and the Uruguay Round. I frankly thought that this had been so topical during the year that more would have had a go at it. I was equally surprised at the relatively few and surprisingly weak replies to the questions in section C (7 and 8) which related to taxation and where there was admittedly a fair amount of figures work involved. Whenever we meet again with the staff, I would be tempted once again to table the questions as to why there should be a better balance between the male and female intake to the course - the girls obviously are better at languages (including English) but I think questions 7 and 8 would have a better total score if there were more males doing the course -.

Finally, I was pleasantly surprised at the details in the answers to question 6 on credit and payment methods available to Irish exporters. I think all apart from one or two answered the question and in considerably detail.

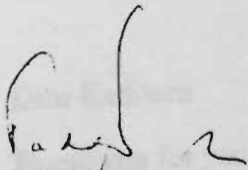
I would like to have spent more times with the papers but I appreciate the constraints that you have.

Best wishes,

Your sincerely

Kevin Moran
College of Technology
Dublin

28 May 1991



Paddy Jordan
Director

I found the standard to be very high. It is remarkable that all the answers have been treated ably with the results of getting their papers typed, bound and then presented. The standard of English is a number of times better than I have seen in any of the papers I have seen in the past. I have seen many of the papers of work and in the case of the papers, the standard is a very high one.

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Yours sincerely

Kevin Moran

College of Technology

Dublin

28 May 1991



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Ms Kathleen M. Tierney
Head
Department of Languages and Industrial Studies
College of Technology
Kevin Street
Dublin 8

28 May 1991

Dear Kathleen

Thank you for your letter of 7th May. I have gone through the projects and am returning them with comments on some aspects.

I found the standard to be very high. It is remarkable that all bar one student (marked absent) went to the trouble of getting their projects typed, bound and well presented. The standard of english in a number of them left a lot to be desired but I have to say I notice this among colleagues at work and in the case of my own children - the standard is dropping everywhere.

It is very difficult to be totally objective but the projects I enjoyed best were those on Trading Houses by Sarah-Jane Carey, Translation Services by Rachael Daly, the Bord Baine project by Elaine Kelly and finally the football sponsorship one on the FAI and Opel by Orla Phelan.

The marking I felt was by in large quite fair. I would have given Karen Craig a couple of marks more for the research aspects of the project on Financial Services and I felt Arthur Little's work on The Square in Tallaght merited a point or two more either on the development of the theme or on bibliography. I felt Orla Lynch's bibliography was excellent in her project on Satellite TV and merited a point or two more. Finally while I felt Sharon McElvenna's project on Sparkling Waters was excellently put together I found it hard to decide what the theme was - and I don't think a theme was picked at the outset - I was surprised she got 40 for research!

All told I can only say I enjoyed the experience of ploughing through the projects. The standard is a credit to the dedication of the teachers and the application of the students.

I have made arrangements through Eilín my secretary to have them returned to you by the most appropriate method.

With best wishes

Yours sincerely

P.P. Eilín Marsh
Patrick Jordan
Director

em



Director P. Jordan, Secretary T. McCabe.

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