



*Promoting higher quality*

**The Quality Assurance Agency  
for Higher Education**

## Subject Review Report

March 2000 Q245/2000

University of Cambridge  
Pharmacology and Pharmacy  
(Pharmacology)

## Reviewing the Quality of Education

The Quality Assurance Agency for Higher Education (QAA) was established in 1997. It has responsibility for assessing the quality of higher education (HE) in England and Northern Ireland from 1 October 1997 under the terms of a contract with the Higher Education Funding Council for England (HEFCE).

The purposes of subject review are: to ensure that the public funding provided is supporting education of an acceptable quality, to provide public information on that education through the publication of reports such as this one, and to provide information and insights to encourage improvements in education.

The main features of the subject review method are:

### Review against Aims and Objectives

The HE sector in England and Northern Ireland is diverse. The HEFCE funds education in over 140 institutions of HE and 75 further education (FE) colleges. These institutions vary greatly in size, subject provision, history and statement of purpose. Each has autonomy to determine its institutional mission, and its specific aims and objectives at subject level.

Subject review is carried out in relation to the subject aims and objectives set by each provider. It measures the extent to which each subject provider is successful in achieving its aims and objectives.

Readers should be cautious in making comparisons of subject providers solely on the basis of subject review outcomes. Comparisons between providers with substantively different aims and objectives would have little validity.

### Review of the Student Learning Experience and Student Achievement

Subject review examines the wide range of influences that shape the learning experiences and achievements of students. It covers the full breadth of teaching and learning activities, including: direct observation of classroom/seminar/workshop/ laboratory situations, the methods of reviewing students' work, students' work and achievements, the curriculum, staff and staff development, the application of resources (library, information technology, equipment), and student support and guidance. This range of activities is captured within a core set of six aspects of provision, each of which is graded on a four-point scale (1 to 4), in ascending order of merit.

The aspects of provision are:

- Curriculum Design, Content and Organisation
- Teaching, Learning and Assessment
- Student Progression and Achievement
- Student Support and Guidance
- Learning Resources
- Quality Management and Enhancement.

### Peer Review

Reviewers are academic and professional peers in the subject. Most are members of the academic staff of UK HE institutions. Others are drawn from industry, commerce, private practice and the professions.

### Combination of Internal and External Processes

The review method has two main processes:

- Preparation by the subject provider of a self-assessment in the subject, based on the provider's own aims and objectives, and set out in the structure provided by the core set of aspects of provision.
- A three-day review visit carried out by a team of reviewers. The review team grades each of the aspects of provision to make a graded profile of the provision, and derives from that profile an overall judgement. Provided that each aspect is graded 2 or better, the quality of the education is approved.

### Published Reports

In addition to individual review reports, the QAA will publish subject overview reports at the conclusion of reviews in a subject. The subject overview reports are distributed widely to schools and FE colleges, public libraries and careers services. Both the review reports and the subject overview reports are available in hard copy and are also on the world-wide web (see back cover for details).

## Introduction

1. This Report presents the findings of a review in March 2000 of the quality of education in pharmacology and pharmacy, comprising in this instance pharmacology, provided by the University of Cambridge.
2. The University was established at the beginning of the thirteenth century, with 16 of the present 31 colleges being founded between then and 1600. The privileges and powers of the University were confirmed by Act of Parliament in 1571, but were revised during the nineteenth century when the range of studies was broadened. The first treasury grant was received in 1919 and the Royal Commission of 1922 led to all lectures and public teaching being taken over by the University. The colleges remain as independent, self-governing, corporate bodies, distinct from the University with their own property and income. The University has 21 faculties, grouped in five schools and covering virtually all major academic disciplines. Undergraduate teaching is under the Tripos system, which enables students to take a combination of subjects for the BA degree. Most of the colleges and university buildings are in the centre of Cambridge, or close to it. In the current academic year, 11,495 undergraduate and 4,819 postgraduate students are registered at the University. The Department of Pharmacology is one of nine departments in the Faculty of Biology. It has responsibility for teaching students preparing for the medical and veterinary professions as well as students of natural science. Courses in pharmacology are available to undergraduate students in years two and three of their degree programme.
3. In 1999-2000, there are 391 students registered on these courses. Teaching is provided by 19 academic staff who are assisted by 46 other members of the Department, including research students, postdoctoral research staff and members of the GlaxoWellcome Institute of Applied Pharmacology and the Parke-Davis Neuroscience Research Centre.
4. The following provision forms the basis of the review:
  - BA (Hons) in Pharmacology (Natural Sciences Tripos and Medical and Veterinary Sciences Tripos).
5. The statistical data in this Introduction are provided by the institution itself. The aims and objectives are presented overleaf. These also are provided by the institution.

## The Aims and Objectives for Pharmacology

### Aims and objectives

The Department of Pharmacology has responsibility for teaching students preparing for the medical and veterinary professions as well as students of natural science. It is one of nine departments forming the Faculty of Biology. The overall aims of the Department reflect those of the Mission Statement of the University of Cambridge.

### Aims

The specific aims and objectives of the departmental programmes are:

- to provide education in pharmacology of the highest quality at both the undergraduate and graduate level and so produce graduates of the calibre sought by the medical and veterinary professions, the pharmaceutical and biotechnological industries and the public service, as well as providing the academic teachers and researchers of the future;
- to encourage and pursue research of the highest quality in pharmacology, and maintain the position of Cambridge as one of the world's leading centres in biological science;
- to continue to attract outstanding students irrespective of their origins and background;
- to provide an intellectually stimulating and supportive environment in which students can develop their skills to the best of their abilities;
- to maintain the highest academic standards in undergraduate and graduate teaching and to develop new areas of teaching and research in response to the advance of scholarship.

### Objectives

Undergraduate courses in pharmacology are taught within the framework of the Medical and Veterinary Sciences Tripos (MVST) and the Natural Sciences Tripos (NST).

No courses in pharmacology are available to first-year undergraduates, but Part IA courses form a flexible and essential preparation for pharmacology for students from both physical and biological backgrounds.

By the end of the second-year, medical and veterinary students will have completed a one-year course (25 per cent full time) in Pharmacology (MVST IB). Whether or

not these students intend to pursue further courses in pharmacology in later years, they should have:

- attained a common level in basic pharmacology, and so laid a secure foundation in the principles of drug action to support future courses in medicine and veterinary medicine, which they will carry with them into their professional careers;
- acquired a broad introduction to a range of other biosciences, generally by having studied anatomical, physiological and biochemical sciences including genetics in year one, and concurrently with pharmacology, a study of four other medical/veterinary subjects;
- developed their experimental and data analysis skills through a range of experiments carried out in the practical laboratories and attendance at demonstrations and supervisions.

By the end of the second year, natural science students will have completed a one-year course (33 per cent full-time) in Pharmacology (NST IB). Whether or not these students intend to pursue Pharmacology in NST Part II, they should have:

- attained a common level in basic pharmacology, and so laid a secure foundation in the principles of drug action for their future courses within the NST;
- acquired a broad introduction to a range of sciences at the university level, having studied three other experimental subjects plus mathematics in year one and by concurrent study of two others together with pharmacology;
- developed their experimental and data analysis skills through a range of experiments carried out in the practical laboratories and attendance at demonstrations and supervisions.

By the end of the third year, NST Part II students specialising exclusively in pharmacology (having completed MVST IB or NST IB in their second) should have:

- developed their understanding of pharmacology both in breadth and depth;
- developed professional skills in experimental pharmacology;
- developed their communication skills by preparing and delivering a seminar;
- had experience of independent work by completing a research project and presenting this both as a research report and orally.

By the end of the third year MVST Part II (General)  
students should have:

- developed their understanding of pharmacology in breadth and depth by studying half the topics from the NST Part II course;
- developed their understanding of another bioscience to the same level (this subject can be the other half of the NST Part II Pharmacology course);
- gained an appreciation of another subject, usually of overtly professional interest;
- learned to evaluate the scientific literature by producing a dissertation on a topic of current interest in research or clinical practice.

## Summary of the Review

6. The graded profile in paragraph 7 indicates the extent to which the student learning experience and achievement demonstrate that the aims and objectives set by the subject provider are being met. The tests and the criteria applied by the reviewers are these:

### Aspects of provision

1. Curriculum Design, Content and Organisation
2. Teaching, Learning and Assessment
3. Student Progression and Achievement
4. Student Support and Guidance
5. Learning Resources
6. Quality Management and Enhancement.

### Tests to be applied

To what extent do the student learning experience and student achievement, within this aspect of provision, contribute to meeting the objectives set by the subject provider?

Do the objectives set, and the level of attainment of those objectives, allow the aims set by the subject provider to be met?

### Scale points

**1**  
The aims and/or objectives set by the subject provider are not met; there are major shortcomings that must be rectified.

**2**  
This aspect makes an acceptable contribution to the attainment of the stated objectives, but significant improvement could be made.

The aims set by the subject provider are broadly met.

**3**  
This aspect makes a substantial contribution to the attainment of the stated objectives; however, there is scope for improvement.

The aims set by the subject provider are substantially met.

**4**  
This aspect makes a full contribution to the attainment of the stated objectives.

The aims set by the subject provider are met.

7. The grades awarded as a result of the review are:

Aspects of provision	Grade
Curriculum Design, Content and Organisation	4
Teaching, Learning and Assessment	4
Student Progression and Achievement	4
Student Support and Guidance	4
Learning Resources	4
Quality Management and Enhancement	4

8. The quality of education in pharmacology and pharmacy at the University of Cambridge is **approved**.

## The Quality of Education

### Curriculum Design, Content and Organisation

9. The Department of Pharmacology provides full-time undergraduate courses to students following the NST and MVST at Part IB and Part II levels (years two and three). No pharmacology provision is available for first-year Part IA students, but NST students accepted into the Department's Part IB course have studied predominantly chemistry, physiology and/or Biology of Cells in the first year, and MVST students have studied predominantly anatomy, physiology and biochemistry. The Part IB curricula for both NST and MVST students are based on this foundation.

10. Part IB and Part II of the NST programme successfully provide breadth and increasing depth of knowledge, and students' basic understanding is developed clearly and coherently, with both subject-specific and major transferable skills imparted. The Part II course provides substantial choice in laboratory work and projects.

11. The NST programme focuses primarily on mechanisms of drug action, and this is clearly influenced by the internationally recognised research programmes of academic staff. In particular, the reviewers noted the substantial impact of staff research through mini-projects in Part IB, laboratory classes in Part II and the final-term projects, which often relate directly to staff research areas. Staff research and the close links with research institutions such as the GlaxoWellcome Institute of Applied Pharmacology and Parke-Davis, ensure the programme's continuing currency and fully matches stated aims.

12. The MVST students follow pharmacology courses predominantly at the Part IB level, although some Part II students continue with pharmacology as a full or half-subject specialisation. In Part IB, the emphasis is placed more on the pharmacology of integrated systems and knowledge of the way drugs as medicines are used to influence health. Laboratory work and projects for those MVST students taking Part II Pharmacology are provided within the research facilities. Employers spoke positively about the solid foundation this provided for graduates who subsequently carry out clinical research.

13. The MVST courses are significantly influenced by the requirements of external accrediting bodies, the General Medical Council (GMC) and the Royal College of Veterinary Surgeons (RCVS). In the NST programme, substantial curricular revisions were implemented in 1993

and 1997, whilst minor changes are incorporated every year. It is noteworthy that, with the help and support of industry-based staff in the Department, a range of new subcellular and molecular techniques have been introduced into Part II, and feature strongly in the final-year projects. There remains a good balance between organismal and molecular aspects of pharmacology.

14. Generic transferable skills, such as time management and presentation skills, along with problem-solving, information technology (IT) and practical skills in pharmacology, form an important part of the curriculum and this prepares students well for immediate employment and further study.

15. This aspect makes a full contribution to the attainment of the stated objectives. The aims set by the subject provider are met.

Curriculum Design, Content and Organisation:  
Grade 4.

### Teaching, Learning and Assessment

16. The Department has recently formulated a clear and comprehensive strategy for the delivery of undergraduate teaching. Courses are delivered through a balanced range of teaching and learning activities, with lectures as the main vehicle through which subject staff impart key concepts and stimulate further study. As stated in the self-assessment, lectures are complemented by college-based supervisions, laboratory exercises, examples classes, seminars, mini-practical projects in Part IB and a research project in the final year.

17. The reviewers observed 15 teaching and learning sessions, which provided a representative sample across all courses and levels of study. Overall, teaching was effective, promoting both learning and understanding. The quality of lectures was good, with clearly stated objectives appropriate to the level of study. Lectures were well prepared, structured and characterised by stimulating content and an authoritative command of the subject. Some lectures, however, were delivered at a demanding speed and this made interaction with students difficult to achieve. All lecture courses in Part IB, and many in Part II, include written handouts of high quality. Lectures in Part II are supported by up-to-date reading lists, which guide deeper learning and understanding. Practical classes were well organised, with good introductory sessions and impressive technical and demonstrator support.

18. A unique feature of the provision is the contribution that college-based supervisions make to the student experience. These small-group tutorials offer a wide range of learning opportunities, such as the discussion of

topics linked to current lecture courses and examination preparation, which students greatly appreciate. During the supervisions observed, students were given thorough and helpful feedback on their work. They were actively encouraged to raise and discuss problems, and there was constructive dialogue between the supervisor and students. The reviewers are convinced that supervisions greatly facilitate the intellectual and personal development of students.

19. Undergraduates are assessed at the end of each year and there are no resit Tripos examinations. The reviewers consider assessment practices are appropriate to the student profile and are clearly related to the objectives of each course. Assessment criteria are transparent and are made available to students on the Department's web site.

20. The assessment system is rigorous and well designed. Formal assessment is largely based on unseen examinations, although all Part II students submit a research project. The emphasis on unseen examinations places emphasis on the achievement of the individual student and encourages substantial and often unique preparation for some examination topics. The system of blind double-marking of examination scripts ensures a robust assessment process. A distinctive feature of Part IB examinations is the practical paper, consisting of questions on data analysis and handling. This paper encourages the development of numeric and analytical skills.

21. This aspect makes a full contribution to the attainment of the stated objectives. The aims set by the subject provider are met.

Teaching, Learning and Assessment:  
Grade 4.

### **Student Progression and Achievement**

22. The colleges control admissions and the ratio of applicants to places is 3:1, 4:1, 10:1 for NST, MST and VST respectively. Based on the three best subjects, the average GCE A-Level points score is 29.9, 30 and 29.1 for NST, MST and VST respectively. Female students make up 45 per cent, 54 per cent and 76 per cent of 1999-2000 admissions to NST, MST and VST respectively.

23. Although pharmacology does not admit students in year one, typically about 60 NST students choose the pharmacology course in Part IB and approximately 300 MVST students take pharmacology in Part IB as a mandatory part of the professional qualification. Over the past five years, between 28 and 36 NST and MVST Part IB students have chosen to progress to NST Part II Pharmacology. In 1999-2000, of those students taking

pharmacology either at Part IB or Part II, about 8 per cent are mature students and 9 per cent are international (European Union and overseas) students.

24. Progression rates are exceptionally high. Over the last three years, 100 per cent of students passed NST Part IB and only 0.5 per cent failed MVST Part 1B. At Part II, the pass rate for both NST and MVST (general) has been 100 per cent.

25. For MVST students who achieve less than 48 per cent in the Part IB Tripos examination, the Second MB or Second Vet MB examination in pharmacology must be passed to ensure progression to clinical training. Three attempts are currently allowed, the first being the MVST Part IB Tripos examination. A small number of students require a third attempt before progressing.

26. Among 1999 graduates, 91 per cent of NST Part II students gained a First class or Upper Second class honours degree, with 71 per cent of MVST Part II (General) students gaining similar degrees. External examiners reports are very supportive and confirm that a very high standard is achieved.

27. Evidence from examination essays, practical papers, project and dissertations confirms that there is clear progression from Part IB to Part II with respect to the high level of subject-specific knowledge, analytical, research and transferable skills acquired. Such attainment is fully in line with stated objectives. The impressive achievements of students are particularly demonstrated with the not infrequent publication of research projects in international journals of high impact, and recognition in national competitions. The Department nurtures students' academic development, which current and former students recognise and appreciate.

28. Consistent with departmental aims, both NST and MVST graduates readily find employment or further study. MVST students take up clinical training posts in Cambridge, London and hospitals elsewhere. Among 1999 NST graduates, 86 per cent progressed to further degrees or further study. Over the last three years, 23 per cent of science graduates in pharmacology have entered unrelated professions, such as accountancy or law.

29. This aspect makes a full contribution to the attainment of the stated objectives. The aims set by the subject provider are met.

Student Progression and Achievement:  
Grade 4.

## Student Support and Guidance

30. An excellent overall strategy of support and guidance exists to ensure that effective student support and guidance is provided at three related levels; departmental, college and university. The arrangements are well used and appreciated by students. At all levels staff are approachable, enthusiastic and provide outstanding support for students' learning and personal development. There is extensive written information available both in hard copy and web-based, which provides a user-friendly, clear and comprehensive resource for both prospective and current students.

31. Thorough admissions and induction arrangements exist which are well understood and documented. Colleges organise open days, interview and admit students and supply induction information. Many colleges operate a 'parenting' scheme, whereby new students are supported in the early stages by a second or third-year student.

32. Although first-year students are not admitted directly to pharmacology, appropriate departmental information to prospective undergraduates is available. The Department provides further web-based information to students prior to undertaking a Part IB course in Pharmacology. For prospective Part II students, pharmacology staff and students contribute to a useful and effective Part II 'fair' at the end of Lent term. Induction into Part II includes a detailed course book, an informal introductory meeting and an invitation to a welcome party. Part II students praised subject staff for their ability to create an atmosphere in the Department, which instilled a feeling of belonging and worth in the students.

33. In line with stated aims, a supportive environment is ensured by effective academic guidance and tutorial support. Pharmacology staff provide regular supervisions within colleges and students meet their college Director of Studies each term. Such meetings provide students with appropriate and helpful advice on course selection and academic progress. In addition to informal academic guidance from subject staff, including research project supervisors, Part II students have supervisions in the Department. The student-led organisation and nature of these supervisions reflects the ability of students at this stage to take control of their own learning.

34. A comprehensive, integrated pastoral care and welfare support system involves personal tutors, and when necessary and appropriate, other college and subject staff. The well-resourced University Counselling Service offers counselling sessions and comprehensive written guidance on a wide range of personal and academic-related problems.

35. The University careers service provides individual advice, arranges a comprehensive programme of talks, workshops and courses and provides written and computer-based guidance on a wide range of career opportunities. At the start of Part IB, students are targeted with appropriate and timely careers information which continues to graduation. At subject level, a graduate admissions co-ordinator provides a formal point of contact for students wishing to pursue a higher degree within the Department. Students contact the careers service direct for information and guidance on other careers opportunities and direct liaison between the Department and the University careers service has not been considered necessary.

36. This aspect makes a full contribution to the attainment of the stated objectives. The aims set by the subject provider are met.

Student Support and Guidance:  
Grade 4.

## Learning Resources

37. Learning resources are a responsibility of the departmental Teaching Committee and are kept under constant review. This includes the levels of provision of technical and academic staff, the rolling programme of equipment replacement or updating, and oversight of the facilities available to Part II students in research laboratories.

38. The Department has created a small but effective local library, which holds acceptable textbook and periodical collections in pharmacology. The library also provides a small number of networked PC stations, which are augmented in the undergraduate laboratories and a dedicated computer room. The library is appropriately networked, with connections to the Scientific Periodicals Library and various college library and IT facilities.

39. Major library and IT facilities are also accessible in colleges, an increasing number of which have also provided terminals in study bedrooms to which personal equipment can be connected. Thus in some colleges, students have 24-hour access to many regular subject-related and general IT services, including Medline, PharmaCALogy, and the internet. Increasingly, student handouts and literature references are also accessible electronically.

40. Student library and IT provision rests mainly with the Department and colleges. Acting together, these ensure that a wide range of appropriate textbooks and journals are available to support courses, although students make an increasing use of the Scientific Periodicals Library in support of their projects.

41. The Department has a comprehensive and impressive range of equipment. In the research laboratories, much of the equipment provides state-of-the-art facilities, which are also routinely available to Part II students for general laboratory classes and their final-year research projects.

42. The Department of Pharmacology enjoys modern accommodation that was purpose built 10 years ago, a substantial extension being added six years later. Undergraduate laboratories of NST/MVST Part IB and MVST Part II are well equipped, light and airy. A large and pleasant social facility on the top floor promotes both academic and social exchanges between students and all levels of staff. The Department makes full use of its own lecture theatre, which has modern audiovisual equipment including PowerPoint and closed-circuit television. There are good facilities for physically disabled students and facilities can be made available for the partially deaf. The Department also makes use of the large physiology theatre for combined MVST lectures, which with other lecture theatres is conveniently situated in adjacent buildings.

43. Academic, technical and other staffing levels in the Department are good, and staff in associated commercial facilities and external lecturers also provide lectures, practical classes and final-year project facilities and supervision.

44. This aspect makes a full contribution to the attainment of the stated objectives. The aims set by the subject provider are met.

Learning Resources:  
Grade 4.

### **Quality Management and Enhancement**

45. Quality management and enhancement procedures are assured through a clear and comprehensive management structure at institutional, college, faculty and departmental levels. The reviewers found effective communication between the Department and the Faculty Board of Biology and its various sub-committees. Links to colleges are maintained by a departmental college liaison officer and by the participation of most academic staff in college supervisions.

46. Internal review of courses is helped by regular feedback from students. Student evaluation of teaching and learning is thorough and actively sought, primarily through the use of course questionnaires. A staff-student consultative committee is formed each year for the NST and MVST Part IB courses. This committee meets each term to discuss course content, the quality of lectures and practical classes, and a report is submitted to the Department's Teaching Committee. Part II students are

invited to a course review meeting with two members of staff who are not examiners. Student views are collated into a report, which is considered by the Teaching Committee and responded to by appropriate staff. Copies of the report and the Department's response are made available to current and prospective Part II students, and a copy is sent to college senior tutors.

47. The open and trusting staff-student relations also provide an effective vehicle for obtaining student opinion. Students on all courses stated that their opinions are valued, and that the Department takes prompt and effective action when suggestions for improvement are made; for example, the content and organisation of Part II practicals has been largely shaped by student feedback.

48. External contribution to quality maintenance comes largely from external examiners. The use of different external examiners for Part IB and Part II, the depth of involvement of external examiners in examinations and the Department's careful consideration of their reports are examples of good practice. The external examiners' reports are supportive and confirm that a high standard is being maintained. Further quality control is derived from the University's requirement that senior internal examiners report to the Faculty Board on the conduct and outcome of course examinations.

49. The University has an established system of appraisal for all its employees through which staff development needs are identified and addressed. A well-developed programme of staff development opportunities exists and information on these activities is disseminated through the departmental staff development liaison officer. Although few staff development needs have been identified, some staff have participated in development activities. Sabbatical leave, external examinerships at other institutions and participation at conferences also contribute to enhancement. Nevertheless, greater exposure to some current developments in pedagogy, might further enhance the provision.

50. The Department operates a system of peer observation of lectures. To further strengthen quality enhancement and staff appraisal, this system has recently been extended to encompass all academic staff. The mentoring scheme for newly appointed staff and the support and guidance provided by colleges to new supervisors are examples of good practice.

51. The self-assessment reflected the University's mission and gave a clear, accurate picture of the provision. Although largely descriptive, there were examples of self-criticism which could be used to shape future quality enhancement.

52. This aspect makes a full contribution to the attainment of the stated objectives. The aims set by the subject provider are met.

Quality Management and Enhancement:  
Grade 4.

## Conclusions

53. The quality of education in pharmacology and pharmacy at the University of Cambridge, comprising in this instance pharmacology, is approved. All aspects make a full contribution to attainment of the stated objectives and the aims are met. The reviewers come to this conclusion, based upon the review visit together with an analysis of the self-assessment and additional data provided.

54. The positive features of the education in pharmacology in relation to the aspects of provision include the following:

- a. The curriculum provides breadth, depth, coherence and progression (paragraph 10).
- b. The curriculum promotes the development of subject-specific and transferable skills and effectively prepares students for progression to employment and/or further study (paragraphs 10; 14).
- c. Staff research and the Department's links with research institutions inform the curriculum and ensure currency (paragraph 11).
- d. The content of teaching sessions is stimulating and supervisions promote understanding and learning (paragraphs 16 to 18).
- e. The distinctive multilayered approach to academic and pastoral support and guidance provides outstanding support for students' learning and personal development (paragraphs 18; 30 to 35).
- f. Teaching and learning activities and assessment design are well matched to the learning outcomes and assessment procedures are rigorous (paragraphs 19; 20).
- g. The excellent progression and completion rates and high proportion of good degrees awarded (paragraphs 24; 26).
- h. The high level of subject-specific knowledge, analytical, research and transferable skills acquired (paragraph 27).
- i. The learning resources are excellent and fully support the curriculum, teaching and learning and student achievement (paragraphs 38 to 43).
- j. The effective quality management procedures, particularly the use of different external examiners for Part I and Part II, feedback from students and the recently extended peer review of teaching to include all academic staff (paragraphs 46 to 48; 50).