

Guide to presenting a written report of a viva voce

Note – the guidance below is centred around module level, but it would also be appropriate to provide this information at programme level (indicative only)

Date and time of meeting:

Names and roles of attendees:

Purpose of meeting:

Module Title 1

Module learning outcome 1

Staff asked(questions posed)

Student X described a number of instances of how he had applied the listed techniques within his workplace, the challenges it presented and appropriate solutions. Software X, Y and Z was also utilised on a daily basis at an advanced level in his role as a technician.

Module learning outcome 2

Staff asked...

Student X articulated the underpinning theory behind the listed legislation and was able to provide a comprehensive statement on the implications of its implementation. Student X also offered a range of comparative legislation from outside the UK demonstrating a high level of critical thinking skills.

Module learning outcome 3

Staff asked....(questions posed)

Student X outlined a number of research methods, scenarios in which they would be appropriate for utilisation, how data could be collated and analysed using different models. Student X was able to articulate the strengths and weaknesses of each methodology. Student X provided an account of when they used their research skills and the impact it had on their organisation.

Outcome of the meeting

Signed by:

Evaluating Staff member 1

Evaluating Staff member 2

AQSG staff member

This model is repeated for each module that the student is seeking exemption from. The formal report should clearly reflect how the student has demonstrated meeting the learning outcomes and satisfied the RP(E)L criteria of:



Match: there is an appropriate match in terms of curriculum content, level and volume of study, between the evidence presented and the exemption being sought;

Currency: the learning demonstrated is still current in terms of the exemption being sought (this will be particularly important in fast moving disciplines where for instance, consideration might need to be given to the provision of additional evidence of learning to support certificates more than 5 years old);

Authenticity: the evidence of prior study/experience is unambiguously the student's own;

Sufficiency of evidence: the evidence presented is sufficient to demonstrate the requirements associated with each of the above criteria.