

Collaborative Report

Bachelor of Veterinary Medicine, Year 2, 2013/14

Dr Sionagh Smith

The Programme

Please comment, as appropriate, on the following aspects of the programme:

Response from college requested: **NO**

1.2 Learning objectives, and the extent to which they were met

This year the external examiners were given passwords to allow access to the on-line course material, including the learning objectives. In one or two areas, learning objectives were difficult to find but, for the most part, clear and detailed learning objectives were available, either on the web pages or embedded within the lectures and/or notes. The objectives that have been examined do seem to have been largely met by the students who successfully completed the programme. As part of the assessment process each component of the examination should be clearly mapped to one or more of the course ILOs and these in turn mapped to specific lectures or practical ILOs. At present it is not immediately apparent how each component of the course maps to either the course level ILOs or, indeed, how the assessment is blue-printed to ensure that specific ILOs are not being over- or under-examined. As good 1 blmnp/T

As far as we are able to assess, the teaching methods employed by the staff who deliver this course are appropriately diverse and more than adequate, as in previous years. They consist of traditional didactic lectures, practicals (including dissections), directed learning, computer-assisted learning and drop-in sessions. The locomotor strand challenge to “build a leg” was considered an innovative and hopefully engaging addition to this part of the course. It would have been interesting (and entertaining?) to see the end results. The quality of the EMS-based project remains high, with the in-built opportunity for students to receive specific tailored feedback from their tutors.

Response from college requested: **NO**

1.4 Resources (in so far as they affected the assessment)

These are satisfactory. We are not aware of any specific deficiencies in resources that might impact on student learning.

Response from college requested: **NO**



Half points were awarded in individual questions and then rounded up or down but each individual examiner decided the direction of rounding, leading to some inconsistency. As discussed at the Board of Examiners' meeting, rounding up should be left until the very end for final grading. We understand half marks are now allowed, which should make this a more consistent policy to follow in future.

Several internal examiners are commended on the quality of their script annotations and feedback to students. This might be something worth standardising. In a few questions, it was not obvious exactly how or where marks were being awarded and no feedback was given in the paper. We understand this probably reflects previous policies on marking. Some additional marks

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Response from college requested: **YES**

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

Yes

5.7 The standards set for the awards are appropriate for qualifications at this level, in this subject

Yes

Additional comments, particularly if your answer was no:

As alluded to above, this is a wide-ranging integrated course that marries together many different individual subjects but the standard set, even across such an array of subjects, does seem to be appropriate. Some suggestions for improvement which will increase the defensibility of the assessment process have been proposed in the commentary.

Response from college requested: NO

5.8 The standards of student performance are comparable with similar programmes or subjects in other UK institutions with which I am familiar

Yes

Additional comments, particularly if your answer was no:

Mostly. Please see 2.1 above.

Response from college requested: NO

5.9 I have r8thc4:

Completion

If you have identified any areas of good practice, please comment more fully here. We may use information provided in our annual external examining report:

Do you have any suggestions for improvements based on experience at oti6.88 22.92.6D 164(is4.6(m)1.5(a)t17.8(ot0.6(ti