

This appendix contains Course Director's/Year Leader's responses to 2017/18 External Examiners' comments and updates to actions from 2016/17 External Examiners' report (if applicable).

As Course Director/Year Leader please ensure you reflect on External Examiners' comments in the Course Review section. Please ensure that any actions to be taken in response to these comments have been recorded in your Annual Quality Improvement Report.

For support or advice please contact Ana Filipovic, Academic Quality Officer 'Standards', afilipovic@rvc.ac.uk, 01707666938.

Appendix 3 consists of:

- a. Updates from Course Direct

Collaborative Report

Exam board meeting: 10-Jul-2018

Accelerated Bachelor of Veterinary Medicine, 2017/18

Lead examiner: Professor Alan Baird

Collaborating examiner(s): Dr Emanuele Ricci

The Programme

1.3 Teaching methods

Teaching teams use a mix of didactic and informal educational strategies. Significant efforts are made to tailor learning opportunities for the Graduate (accelerated) entry programme.

Response from college requested: NO

COURSE DIRECTOR: Dr Raymond Macharia

Course Director Response:

The teaching is a mix of didactic and practical based classes. A lot of integration of didactic teaching and practicals is experienced through Directed Learning (DLs) sessions, CALs and Integrated Structure and Function (ISF) tutorials. A lot of supplementary reading materials are provided on Learn as podcasts, Echo recordings of lectures and videos.

Action Required:

Action Deadline:

Action assigned to:

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

All paper assessments were produced and reviewed by internal and external examiners. Integrated Structure & Function orals were carefully planned and executed to a high standard of efficiency.

Response from college requested: NO

COURSE DIRECTOR: Dr Raymond Macharia

Course Director Response:

All paper assessments (paper 1, 2 and 3) are carefully reviewed internally and blue-printed against the RVC's Assessment and Award criteria. Subsequently, the paper assessments are reviewed and where need-be, moderated by the external examiners. The external exa

Student performance

Please comment, as appropriate, on:

2.1 Students' performance in relation to those at a similar stage on comparable courses in other institutions, where this is known to you

There is a reasonable spread of achievement in each of the assessments. This profile matches that of other Schools of Veterinary Medicine.

Response from college requested: **NO**

Assessment Procedures

Please comment, as appropriate, on:

3.1 Assessment methods (relevance to learning objectives and curriculum)

The 'spot' test which was a feature of previous years has been removed. Consequently there is heavier reliance on MCQs in which students can guess answers without penalty or can rely on recognition rather than having to produce information. There are ways to hybridise testing modalities to enhance traditional MCQs

Response from college requested: **NO**

COURSE DIRECTOR: Dr Raymond Macharia

Course Director Response:

The MCQs database has undergone massive review and blue-printing with the result that only questions that pass the 'cover-up' test and relate to specific learning objectives are utilised. MCQ incorporating image items are frequently used to incorporate some elements that were part of the 'spot test'.

Action Required:

Action Deadline:

Action assigned to:

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

Very good.

3.5 In your view, are the procedures for assessment and the determination of awards sound and fairly conducted? (e.g. Briefing, Exam administration, marking arrangements, Board of Examiners, participation by External Examiners)

Yes. Briefing (including INSET days) is comprehensive. Exam administration is efficient and helpful. Collation of

3.7 Please provide any additional comments and recommendations regarding the procedures

Model answers are a guideline for the examiners and form part of the formulation of the exam questions. From time to time it can be helpful (or even necessary) to refine or modify a model answer. It may be useful to invite Internal Examiners to test their model answer by sampling and checking against the key. This can be particularly valuable when more than one individual is marking.

A simple checklist for Internal Examiners might record 1) changes (if any) to model answers, 2) departures from

4.3 I approved the papers for the Examination

N/A

Additional comments, particularly if your answer was no:

Yes.

Response from college requested: **NO**

COURSE DIRECTOR: Dr Raymond Macharia

Course Director Response:

None

Action Required:

Action Deadline:

Action assigned to:

my duties

N/A

Additional comments, particularly if your answer was no:

Yes

Response from college requested: **NO**

COURSE DIRECTOR: Dr Raymond Macharia

Course Director Response:

None

Action Required:

Action Deadline:

Action assigned to:

4.5 I attended the meeting of the Board of Examiners held to approve the results of the Examination

N/A

Additional comments, particularly if your answer was no:

Yes.

Response from college requested: NO

COURSE DIRECTOR: Dr Raymond Macharia

Course Director Response:

None

Action Required:

Action Deadline:

Action assigned to:

4.6 Candidates were considered impartially and fairly

N/A

Additional comments, particularly if your answer was no:

Yes. Proper and caring attention for candidates with extenuating circumstances was discussed at the Exam Board Meeting.

Response from college requested: NO

COURSE DIRECTOR: Dr Raymond Macharia

Course Director Response:

Candidates are anonymised and are identified using their Index numbers only on their written exam papers. Candidates who have disabilities or extenuating circumstances or requiring more time are appropriately taken care off. The ISF oral is the only time the candidates comes face to face with two examiners for each examination station that is visited. The two internal examiners collate the grades to be awarded. External examiners float in the examination room and occasionally sit with the internal examiner during the examination process. This way the examination process is also validated for impartiality and fairness to the candidates.

Action Required:

Action Deadline:

Action assigned to:

4.9 I have received enough support to carry out my role

N/A

Additional comments, particularly if your answer was no:

Yes.

Response from college requested: NO

4.11 Appropriate procedures and processes have been followed

N/A

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:

5.1 Do you have any suggestions for improvements based on experience at other institutes? We may use information provided in our annual external examining report:

The range of assessments are carefully designed, deployed and marked using appropriate blueprinting to the learning objectives of the Programme. The ISF orals are well run and extensive.

Careful item analysis and retrospective investigations of validity improve the rigour of the process.

Response from college requested: NO

COURSE DIRECTOR: Dr Raymond Macharia

Course Director Response:

The exam blueprinting process effectively aligns learning, teaching and assessment of the GAB course.

Action Required:

Action Deadline:

Action assigned to:

5.2 External Examiner comments: For College information only (Responses to External Examiners are remain confidential, if any) t you wish to

Response from college requested: NO

COURSE DIRECTOR: Dr Raymond Macharia

Course Director Response:

None

Action Required:

Action Deadline:

Action assigned to:

