# Individual Report

## RCVS Certificate in Advanced Veterinary Practice, 2013/14

**Professor Mike Herrtage**

## The Programme

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

### 1.1 Course content

Curriculum set by the Royal College of Veterinary Surgeons for the C modules

**Response from college requested:** **NO**

**COURSE DIRECTOR: Dr Jill Maddison**

**Course Director Response:**

N/A

**Action Required:**

N/A

**Action Deadline:**

**Action assigned to:**

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

Clearly stated in terms of learning outcomes and learning topics

**Response from college requested:** **NO**

**COURSE DIRECTOR: Dr Jill Maddison**

**Course Director Response:**

N/A

**Action Required:**

N/A

**Action Deadline:**

**Action assigned to:**

### 1.3 Teaching methods

The modules are assessment only. Formative assessment has been proposed to help candidates develop the skill of case report writing. If it is decided to run this next year, an update and assessment of how it has been received will be important

**Response from college requested:** **NO**

**COURSE DIRECTOR: Dr Jill Maddison**

**Course Director Response:**

All candidates in all modules are now being offered formative assessment opportunity in the form of formative feedback on 1 case report per discipline. We will inform examiners when survey data on formative feedback has been analysed.

**Action Required:**

N/A

**Action Deadline:**

**Action assigned to:**

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

Many candidates report difficulty using/logging on to Veterinary Learning Environment. I heard the same criticism when I reviewed the MMedVet last year. One candidate said they found it so difficult that they joined the British Library as it proved easier to use.

**Response from college requested:** **NO**

**COURSE DIRECTOR: Dr Jill Maddison**

**Course Director Response:**

We are not aware of any issues with logging onto Learn except for some IT challenged candidates. There are occasional issues with Athens log in – again – usually because the candidate has not followed instructions or has general problems in an online environment. Assistance is always provided promptly by the CertAVP team, Learn team and/or Library as required. However we are liasisng with the libarary to create a specifically Webianr directed at CertAVP library access.

**Action Required:**

Liaison with relevant staff re webinars

**Action Deadline:**

31-Dec-2014

**Action assigned to:**

Joanne Jarvis

**1.5 Please provide any additional comments and recommendations regarding the Programme**

**Response from college requested: NO**

**COURSE DIRECTOR: Dr Jill Maddison**

**Course Director Response:**

N/A

**Action Required:**

N/A

**Action Deadline:**

**Action assigned to:**

## 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 have been a few comments that the assessment of these modules by other providers may be easier. It is really important that the synoptic results are compared between the major providers to ascertain whether the standard is different and if so, what should be done about it as it could affect candidate numbers.

**Response from college requested:** **YES**

**COURSE DIRECTOR: Dr Jill Maddison**

**Course Director Response:**

This is not an issue that RVC can do anything about but as a member of the RCVS CertAVP subcommittee JM is actively campaigning to have RCVS monitor more closely the relevant measures of success – in particular pass results for the synoptic examination regardless of where it is run.

**Action Required:**

Finalise formative feedback for C module work with module leaders

**Action Deadline:**

01-Sep-2014

**Action assigned to:**

Joanne Jarvis

### 2.2 Quality of candidates' knowledge and skills, with particular reference to those at the top, middle or bottom of the range

The knowledge at the top is very good and the stratification of the results is fair, justified and predictable.

**Response from college requested:** **NO**

**COURSE DIRECTOR: Dr Jill Maddison**

**Course Director Response:**

N/A

**Action Required:**

N/A

**Action Deadline:**

**Action assigned to:**

**2.3 Please provide any additional comments and recommendations regarding the students' performance**

Attention needs to be given to ensuring that the students are given a defined and consistent referencing system that they are assessed on throughout all modules. Complaints were received that the assessors in different modules used different criteria to judging the form of the referencing.

**Response from college requested: YES**

**COURSE DIRECTOR: Dr Jill Maddison**

**Course Director Response:**

Candidates are asked to follow the Harvard Guide to Referencing. Many do not read this document so are reminded often to do so. Examiners do need to be more consistent in their comments and advice about referencing and have been reminded about this.

**Action Required:**

Continuing development and monitoring of the quality of formative and summative feedback - ongoing
Review of Module A essays titles

**Action Deadline:**

31-Dec-2014

**Action assigned to:**

Stephen May and Joanne Jarvis

## Assessment Process

**Please comment, as appropriate, on:**

### 3.1 Assessment methods (relevance to learning objectives and curriculum)

The assessment is very relevant and structured

**Response from college requested:** **NO**

**COURSE DIRECTOR: Dr Jill Maddison**

**Course Director Response:**

N/A

**Action Required:**

N/A

**Action Deadline:**

**Action assigned to:**

### 3.2 Extent to which assessment processes are rigorous

Double marking is employed for candidates close to the borderline. The double marking is not done blind, but in the knowledge of the mark given.

**Response from college requested:** **NO**

**COURSE DIRECTOR: Dr Jill Maddison**

**Course Director Response:**

Please note that this is sample marking rather than double marking and therefore not done blind, it applies across the board and not only to borderline candidates.

**Action Required:**

N/A

**Action Deadline:**

**Action assigned to:**

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

The standard is consistent with postgraduate level 7

**Response from college requested: NO**

**COURSE DIRECTOR: Dr Jill Maddison**

**Course Director Response:**

N/A

**Action Required:**

N/A

**Action Deadline:**

**Action assigned to:**

**3.4 Standard of marking**

Good

**Response from college requested: NO**

**COURSE DIRECTOR: Dr Jill Maddison**

**Course Director Response:**

N/A

**Action Required:**

N/A

**Action Deadline:**

**Action assigned to:**

**3.5 Opinion on changes to the assessment process from previous years in which you have examined**

n/a

**Response from college requested: NO**

**3.6 Please provide any additional comments and recommendations regarding the assessment process**

The small number of candidates per module means that it is challenging to maintain a consistent standard from year to year and to avoid drift upwards or downwards. The course management needs to keep a close eye on the consistency between the modules.

There was also a potential problem in that candidates for some modules (C-SAS.1, for example) were submitting a large number of Appendices. Whilst it is suggested that these will not be assessed, the number and content of these appendices could benefit a candidate. Further advice and clarification on what can be included in an Appendix is warranted otherwise this is likely to lead to an upward drift in the number of Appendices submitted.

**Response from college requested: YES**

**COURSE DIRECTOR: Dr Jill Maddison**

**Course Director Response:**

The issue of consistency between modules is closely scrutinised. All failed work for all modules is double marked and sample marking occurs for about 10% of all submitted C module work. The examiners have been consistent from year to year and where there have been changes in module leader (e.g. C-SAM) the outgoing module leader has worked closely with the incoming leader to ensure consistency of standard.

Candidates have been reminded about the appendices issue.

**Action Required:**

**Action Deadline:**

**Action assigned to:**

## Assessment Procedures

**Please comment, as appropriate, on:**

**4.1 In your view, are the processes for assessment and the determination of awards sound and fairly conducted?**

The overall management of the course is comprehensive and of a high standard. Both the Course Management Committee Meeting and the Board of Examiners was well attended. The external examiners attended the RVC Inset Day

**Response from college requested: NO**

**COURSE DIRECTOR: Dr Jill Maddison**

**Course Director Response:**

The efficiency of the CertAVP administration is a testimony to the talent and dedication of Joanne Jarvis.

**Action Required:**

**Action Deadline:**

**Action assigned to:**

**4.2 Opinion on changes to the procedures from previous years in which you have examined**

n/a

**Response from college requested: NO**

**4.3 Please provide any additional comments and recommendations regarding the procedures**

The 2-year timescale for each module has improved the uptake of enrolled candidates submitting their module for assessment

**Response from college requested: NO**

## General Statements

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

**Additional comments, particularly if your answer was no:**

**Response from college requested: NO**

**5.2 An acceptable response has been made**

**Additional comments, particularly if your answer was no:**

**Response from college requested: NO**

**5.3 I approved the papers for the Examination**

**Additional comments, particularly if your answer was no:**

**Response from college requested: NO**

**5.4 I was able to scrutinise an adequate sample of students' work and marks to enable me to carry out my duties**

**Yes**

**Additional comments, particularly if your answer was no:**

**Response from college requested: NO**

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

**Yes**

**Additional comments, particularly if your answer was no:**

**Response from college requested: NO**

**5.6 Candidates were considered impartially and fairly**

**Yes**

**Additional comments, particularly if your answer was no:**

**Response from college requested: NO**

**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:**

**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:**

as far as one can tell

**Response from college requested: NO**

**5.9 I have received enough support to carry out my role**

**Yes**

**Additional comments, particularly if your answer was no:**

**Response from college requested: NO**

**5.10 I have received sufficient information to carry out my role (where information was insufficient, please give details)**

**Yes**

**Additional comments, particularly if your answer was no:**

**Response from college requested: NO**

**5.11 Appropriate procedures and processes have been followed**

**Yes**

**Additional comments, particularly if your answer was no:**

**Response from college requested: NO**

**5.12 The processes for assessment and the determination of awards are sound**

**Yes**

**Additional comments, particularly if your answer was no:**

**Response from college requested: NO**

## 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 other institutes? We may use information provided in our annual external examining report:**

No. This is an assessment-only modular course and the assessment is generally excellent

**Response from college requested: NO**

**External Examiner comments: For College information only (Responses to External Examiners are published on the College's website. Please only use this box to add any comments that you wish to remain confidential, if any)**

All aspects of the course management for the C-modules has been well-thought out and uniformly applied across a wide array of modules

**Response from college requested: NO**

**COURSE DIRECTOR: Dr Jill Maddison**

**Course Director Response:**

We are very grateful to the thorough and insightful comments from the external examiner

**Action Required:**

**Action Deadline:**

**Action assigned to:**