

# Collaborative Report

**PGCert/Dip/MSc in Intensive Livestock Health and Production (Distance Learning), 2014/15**

**Lead examiner: Ms Carole Brizuela**

**Collaborating examiner(s): Dr Stephen Lister**

## The Programme

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

### 1.1 Course content

The contents of the PgC modules provide the vet with knowledge related to animal production on non-veterinary subject matter which is relevant for those in the industry and also to Master's level study. The PgD modules are more veterinary related but provide Masters level progression in the subject area.

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

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

The learning objectives are appropriate and are being met.

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

### 1.3 Teaching methods

The mode of delivery by distance learning allows this course to be accessed by people in industry which provides an excellent opportunity for them to expand their professional roles and apply the material taught directly to their employment. It also provides opportunity for international students to access and obtain Master's level HE.

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

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

not applicable

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

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

It was nice to see students moving onto the Postgraduate diploma modules.

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

## 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

Students are in general achieving satisfactorily at Masters level.

Response from college requested: **NO**

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

There are very small numbers on each module and therefore this is hard to assess. The good students are achieving good marks.

Response from college requested: **NO**

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

As per last year I did comment that the duration of some of the written examinations papers for two of the modules; People in the System & Current Trends in Food Systems (1 hour duration; two essays to complete) in the PgC award was too short to allow students to develop a good answer at level 7. This does not seem to have been addressed and again on scrutiny of the examination papers I noted that some of the answers were very superficial and perfunctory. Although this comment would appear to have been taken into account for the PgD modules I saw it has still not been addressed for the modules mentioned above. The College may again wish to consider the format/duration of these written exams. consider whether this format is disadvantaging performance.

Response from college requested: **YES**

## COURSE DIRECTOR: Dr Mandy Nevel

### Course Director Response:

On a modular course, there is always a concern with 'over assessing'. On these modules, the students have one, usually 1h exam. If there is only one question, we narrow down the material assessed. The ICA are usually more in depth so that students are able to demonstrate higher level learning. I do take on the external examiners comments and will ensure that wherever possible, questions are set that allow the student to demonstrate higher level learning.

### Action Required:

Request will be made at CMC to ask module leaders to consider this and if possible and appropriate, change the length of question that is set. Maureen Taylor to put on agenda for CMC. MN to confirm the final answer via email

### Action Deadline:

30-Oct-2015

### Action assigned to:

Mandy Nevel and Maureen Taylor



## Assessment Procedures

Please comment, as appropriate, on:

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

The assignments for the modules are allowing students to meet the learning objectives.

Response from college **NO**  
requested:

### 3.2 Extent to which assessment procedures are rigorous

The assessment procedures are rigorous.

Response from college **NO**  
requested:

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

I am satisfied this is being met.

Response from college **NO**  
requested:

### 3.4 Standard of marking

I have a concern that although the marking scheme (Common Grading System) is fit for purpose it is not being applied rigorously across markers for the written exams. Some of the higher marks awarded did not seem to be meeting the criteria in the CMS. There was a lack of evaluation and analysis and critical discussion which I would expect at level 7. However this may be a reflection to some extent of the length of time of the written papers.

Response from college **YES**  
requested:

## COURSE DIRECTOR: Dr Mandy Nevel

### Course Director Response:

The CMS provides consistency in the marks as well as the range of marks awarded. Marks awarded were verified by blind double marking.

#### Action Required:

No action required

#### Action Deadline:

#### Action assigned to:

**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

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

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

not applicable

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

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

Can assignments please be made available to external examiners as they are submitted during the academic year rather than trying to give them fair scrutiny in the limited time available prior to the exam board.

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

**COURSE DIRECTOR: Dr Mandy Nevel**

**Course Director Response:**

This is a good idea.

**Action Required:**

Exams to forward assignments on a modular basis

**Action Deadline:**

**Action assigned to:**

Exams Office

## General Statements

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

**No**

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

Please see comment above in 2.3

**Response from college requested: YES**

**COURSE DIRECTOR: Dr Mandy Nevel**

**Course Director Response:**

Responded in 2.3

**Action Required:**

**Action Deadline:**

**Action assigned to:**

### 4.2 An acceptable response has been made

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

**Response from college requested: NO**

### 4.3 I approved the papers for the Examination

**Yes**

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

Papers are always sent with sufficient time to review them and comments are nearly always acted upon. Many thanks.

**Response from college requested: NO**

**4.4 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:**

Exam packs are well put together with (nearly) all relevant documents available.

**Response from college  
requested: NO**

**4.5 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**

**4.6 Candidates were considered impartially and fairly**

**Yes**

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

**Response from college  
requested: NO**

**4.7 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**

**4.8 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:**

**Response from college  
requested: NO**



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

**Yes**

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

**Response from college  
requested: NO**

**4.10 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**

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

**Yes**

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

**Response from college  
requested: NO**

**4.12 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:

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)

Response from college requested: **NO**