

## **ANNUAL QUALITY IMPROVEMENT REPORT 2016/17**

### **Appendix 3: External Examiners' report**

#### **BVetMed Year 3**

This appendix contains Course Director's/Year Leader's responses to 2016/17 External Examiners' comments and updates to actions from External Examiners' reports from previous years (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](mailto:afilipovic@rvc.ac.uk), 01707666938

Appendix 3 consists of:

a.	Updates from Course Director/Year Leader to actions from previous years' reports
b.	2016/17 Collaborative Annual Report with responses from Course Director/Year Leader

a. Update to actions from 2015/16 External Examiners Report:

Question	External Examiners' comments	Course Director's response	Update in 2016/17
1. The Programme	Expected Level of Animal Handling by third year	<p>If the external examiners feel that there is merit in earlier evaluation of the animal handling skills of the students prior to year 3, though they do not handle animals unsupervised, we shall be happy to investigate the feasibility of moving the DOPs earlier in the curriculum.</p> <p>Action Required: Consideration of formative assessment of animal handling at some point in the first two years. Action Deadline: June 2017 Action assigned to: Year Leaders 1, 2 &amp; 3.</p>	<p>Dr Troy Gibson should be asked to record a demonstration of how to rug a horse the RVC way. It is possible that some students' rug horses as advised by the British Horse Society (BHS), which differs to the way in which the RVC expects a horse to be rugged.</p> <p><b>Action:</b> Dr Troy Gibson</p> <p>It was not understood why there had been an increased level of fails in the DOPs at the first two attempts, which classes as the first sit. It was noted that students should not be assessed on things they have not practised.</p> <p><b>Action:</b> Year Leader, Course Director and Dr Troy Gibson to liaise to consider if there are any gaps in the teaching/practical content that might explain a higher failure rate in the animal handling DOPs.</p>
5. Suggestions for improvements	A computer based exam would allow inclusion of images, video and audio which is used at other institutions.	<p>A computer-based exam has been considered, however it is not feasible currently based on the requirements for a very large number of students.</p> <p>Action Required: The Year Leader is to ask the Head of Exams if consideration has been given to using external facilities for holding computer-based exams. Action Deadline: 31.12.16</p>	<p>The Head of Exams noted that running computer-based exams at the RVC is not currently an option. There are a lot of technical issues to address.</p> <p>Dr Liz Mossop is from the University of Nottingham where computer-based exams are run. Dr Mossop will be attending the INSET</p>

		Action assigned to: Year Leader – Dr Pete Mantis	Day on Assessment in January 2018. It was agreed to ask Dr Mossop for further details about how computer-based exams are run at Nottingham.  <b>Action:</b> Head of Exams
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b. 2016/17 Collaborative Annual Report with responses from Course Director/Year Leader

# Collaborative Report

Exam board meeting: 16-May-2017

**Bachelor of Veterinary Medicine, Year 3, 2016/17**

**Lead examiner: Mr Ian McCrone**

**Collaborating examiner(s): Ms Rachel Burrow, Prof Sandy Love**

## The Programme

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

### 1.1 Course content

The course content is appropriate for end of third year exams in a 5 year veterinary course

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

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

The learning objectives are appropriate and we are satisfied that they have been met.

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

### 1.3 Teaching methods

As far as we can assess all teaching methods are appropriate.

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

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

The resources available are satisfactory.

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

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

As for last year, we have a fair number of students not reaching the expected level of animal handling skills by the end of the third year, and this included students who had scored exceptionally high marks on the written papers. We appreciate the response from last year but could the importance of these skills be emphasised and students to be given opportunity to develop these skills in the preceding years. (We appreciate that this may already be done).

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

**COURSE DIRECTOR: Mrs Lindsay Kellett-Gregory**

#### **Course Director Response:**

Whilst the students are assessed on their animal handling skills for the first time in the third year of the course, they have training on all species in years 1 and 2 of the course as previously listed. In addition, the students now have access to teaching materials from the clinical skills centre in the form of videos covering the vast majority of required skills for review, in addition to a sample assessment sheet and full information about the assessment process from the examinations office.

The students are encouraged to reflect on their animal handling training and previous handling experiences, and identify any areas for improvement to be addressed during the summer break before the start of the third year. A reminder to the students about the learning resources available to help them acquire these important day 1 skills can be provided. Remedial teaching is also provided to all students prior to a repeat sitting of the examination.

#### **Action Required:**

Reminder to be provided to the students during the animal handling training as to the importance of the skills, the learning resources available, and the assessment they will undertake.

#### **Action Deadline:**

01-Oct-2017

#### **Action assigned to:**

Lindsay Kellett-Gregory

## 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

The students' performance was similar to other institutions with comparable courses.

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

The students performance ranged from exceptional to poor. For the written papers the proportion of students failing is equivalent to other institutions.

Response from college requested: **NO**

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

For students failing the exams we would like to know if appropriate remedial revision or advice in exam techniques is offered over the summer months in preparation for the retakes.

Response from college requested: **YES**

## COURSE DIRECTOR: Mrs Lindsay Kellett-Gregory

### Course Director Response:

Students who are unfortunately unsuccessful in their examinations are all invited to a debrief session run by the Senior Clinical tutor where advice and assistance can be provided. They are strongly advised to attend this session but the attendance is usually less than 100%. Clinical tutors are also informed directly of any tutees who have been unsuccessful and students encouraged to meet with their tutor. At this time the examination script may be reviewed, additional support in exam technique and stress management provided, as well as any other support needed.

There are no specific sessions provided over the summer months owing to low student attendance due to EMS. The advice centre can be contacted in several ways over the summer period for advice about exam performance. The learning materials remain available on Learn for review by the students to work on areas for improvement.

### Action Required:

Discussion with senior clinical tutor (Karen Humm) regarding additional support possible for failing BVM 3 students.

### Action Deadline:

01-Nov-2017

### Action assigned to:

Lindsay Kellett-Gregory

## Assessment Procedures

Please comment, as appropriate, on:

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

The assessment methods are appropriate.

Response from college requested: **NO**

### 3.2 Extent to which assessment procedures are rigorous

We are confident that the assessment procedures are suitably rigorous.

Response from college requested: **NO**

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

The level of assessment is consistent with the Framework for Higher Education Qualifications.

Response from college requested: **NO**

### 3.4 Standard of marking

The marking is automatic. There is extensive statistical analysis of the response which allowed an easy assessment of the validity of questions.

Response from college requested: **NO**

### 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)

The procedures for assessment are very fairly conducted. The oversight by three external examiners with experience from different institutions and with different clinical backgrounds allowed a thorough review of the exam. The examination office dealt very quickly and efficiently with the external examiners' questions.

Response from college requested: **NO**

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

No changes of assessment procedures.

Response from college requested: **NO**

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

We were very happy with the procedures.

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



## General Statements

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

**Yes**

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

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

**4.2 An acceptable response has been made**

**Yes**

**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:**

All questions were scrutinised by the external examiners. Although most queries were explained or rectified there were some issues with questions that were identified but still made it through to the exam. The process allowed this issues to be dealt with later.

**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:**

**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:**

The exams and the exam process were fair.

**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:**

We would like to congratulate the examination office for the superb support they gave the external examiners.

**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:

**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:**

As for last year we suggested the possibility of a computer based exam allowing inclusion of images, videos and audio for the assessments. This is used at other institutions.

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

**5.2 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**