

# Individual Report

Exam board meeting: 22-Feb-2023

## RCVS Certificate in Advanced Veterinary Practice, 2022/23 (A & B modules)

Dr Connie Wiskin

### The Programme

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

#### 1.1 Course content

A wide range of modular topics are offered, reflective of emphasis on choice. Content aligns with PG needs, in terms of skills development and PPD.

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

Learning objectives for the reviewed Modules (A&B) were clearly set out, and reflected as outputs in associated submitted assignments. Objectives are set out to link theory to practice - "analyse, develop, use, describe, explain" etc, so that expected end attainment is SMART. Particularly welcome is the emphasis on developing candidates 'as independent learners', as opposed to 'teaching to the test'.

#### COURSE DIRECTOR: Dr Jill Maddison

##### Course Director Response:

Thank you for this very positive comment in relation to our ethos about the CertAVP at the RVC

##### Action Required:

##### Action Deadline:

##### Action assigned to:

#### 1.3 Teaching methods

The course operates cross-location(s), with emphasis on supervision and practice. Approaches have been designed with promoting lifelong learning in mind. RVC Learn offers a range of resources, including media sources and updated publications (although there was brief discussion about access and student engagement, which is not atypical elsewhere).

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

As above, and with access to developmental supervision, promoting growth via continuous feedback (assessor). I identified no obvious additional candidate needs, via advance information, discussion and access to student comments.

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

It was interesting (and valuable) to be included in the pm Module Leads meeting. Enrolment figures were present, which show some decline. Factors relating to this (culture, Covid, cost of living, perceptions of service workload) were reflected on. This pattern is recognised elsewhere. I was impressed that this was considered holistically, and also that transparency was shown over module component selections.

### **COURSE DIRECTOR: Dr Jill Maddison**

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

Thank you for providing insight into the issue of declining enrolments. It is good to know we are not alone with this issue but will of course monitor the situation very carefully.

#### **Action Required:**

#### **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**

Data presented confirmed to educational norms in terms of score range in pass, re-sit, borderline and good-excellent categories. Bell-curve as expected. No concerns.

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

Written components only assessed here, so practical skills were not observable for this programme. Essays ranged from weak (resubmit, in one case twice) to outstanding ("90"). Candidates demonstrated abilities to a good standard, with many achieving strong passes.

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

The consistency of assessment (staffing) incrementally across essays offers a mature approach to learning, and obvious advantages in providing a continuous relationship whereby growth between feedback stages can be observed. The impact of the assessor (being the same for all assignments, and hence presumably identifiable) is interesting to consider. Data comparison between assessors is worth reflecting on (notwithstanding that candidate strength/weakness is an obvious confounding factor in any modest sample's power).

## **COURSE DIRECTOR: Dr Jill Maddison**

### **Course Director Response:**

Thank you for this comment and advice. We will institute this analysis for the A module (B module has multiple assessors)

#### **Action Required:**

Analyse tutor results yearly to ensure there are no significant outliers in assessment approach. Noting that the low tutee numbers for many tutors for a while will preclude meaningful statistical analysis

#### **Action Deadline:**

01-Feb-2024

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

Joanne Jarvis

## Assessment Procedures

Please comment, as appropriate, on:

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

Assesment by multiple essay reports aligns with the structure and aims of the programme, accounting for different topics and development.

### 3.2 Extent to which assessment procedures are rigorous

The process described/shown appears fair and inclusive, with a generous and well supported approach to re-takes and appeals. The latter seem related to wellbeing and the degree to which the student engaged, rather than related only to procedural failing, but in adult (PG) education this is not unreasonable. The approach seemed fair and flexible. Challenges in moderation of diverse topics where assessors are invested in their specialty was welcome. Sampling was undertaken. I wasn't completely clear on the process if difference between marker 1 and marker 2 was vast (grade spans), and probably should have asked, but 2nd marker input was clearly described and (modest) differences sensibly resolved.

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

As expected.

### 3.4 Standard of marking

Good.

[I was curious about supplementary sits and capping, and was impressed by the response. At UG level capping has a clear justification, in terms of deciles/classifications, parity, novice safety standards; but for CertAVP I agree that capping would conversely link to de-motivation and lack of reward for the effort that informs (in some cases substantive) upwards trajectories. This Programme is RCVS accredited not RVC. So there is no obvious reason why UG capping convention should apply. The award is not classified, so resit marks standing provide a source of encouragement, academic growth, ambition and pride for mature clinical learners].

## COURSE DIRECTOR: Dr Jill Maddison

### Course Director Response:

Thank you for your very constructive comments on the approach that we have taken in this matter

### 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)**

The procedural conduct of RVC is exemplar. Administration matters are timely, relevant and informative. Materials were well presented, confidentially protected, orderly and clear. I commend colleagues on their communication. The EE experience is a very positive (and inclusive) one. The board today was conducted in line with guidance, with care taken at the outset to ensure quorate attendance. There was a good balance between matters arising, invitation of comment/questions and presentation of well tabulated results/outcomes.

**COURSE DIRECTOR: Dr Jill Maddison**

**Course Director Response:**

Thank you for your very positive comments - they will be conveyed to the team.

**Action Required:**

Inform the CertAVp manager, the Exam board chair and others

**Action Deadline:**

06-Mar-2023

**Action assigned to:**

Jill Maddison and Joanne Jarvis

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

N/A as this is my first full round on this programme. I observed Module C process, and confirm the standard remains high for all.

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

I didn't scrutinise the data for this at the time, but looking for an upwards trend (hypothesis) between assignments 1 & 4 would be interesting, although difficulty, or perceived difficulty, of topic is equally an influential factor.

**COURSE DIRECTOR: Dr Jill Maddison**

**Course Director Response:**

Thank you for this suggestion. We will do so for the A module results that have been achieved by 1st Feb 2024 and present the results at the next Exam Board

**Action Required:**

Analyse the difference between Essay 1 and Essay 4 results for each A module candidate for next Exam Board in Feb 2024

**Action Deadline:**

01-Feb-2024

**Action assigned to:**

Jill Maddison and Joanne Jarvis

**General Statements**

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

**N/A**

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

N/A

**4.2 An acceptable response has been made**

**N/A**

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

N/A

**4.3 I approved the papers for the Examination**

**N/A**

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

Yes, papers provided in advance.

**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:**

Requested access to bank of assessed work granted.

**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:**

**4.6 Candidates were considered impartially and fairly****Yes****Additional comments, particularly if your answer was 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:****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:****4.9 I have received enough training and support to carry out my role****Yes****Additional comments, particularly if your answer was no:**

I would add here that while I have had support in this, and past, EE RVC roles, I would encourage more input for newer assessors. Notwithstanding C-19 disruption, there is opportunity now to resume QA standards in creating a community of assessment practice. Assessment inset training is a must, along with calibration opportunities and the sharing of practice between seasoned examiners and newer examiners (fresh eyes). This is particularly important given any geographical scattering of stakeholders. I assume this is an Academic Quality question.

**COURSE DIRECTOR: Dr Jill Maddison****Course Director Response:**

Thank you for this comment and insight which I fully support. I will convey this comment to the Academic Quality office

**Action Required:**

Inform Academic Quality Manager

**Action Deadline:**

01-Mar-2023

**Action assigned to:**

Jill Maddison

**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:**

Excellent; including timely (within minutes) IT support.

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

Yes

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

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

Yes

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

The reviewing of an essay by the examiner ahead of the same person summative marking the final submission is somewhat novel, but in this instance the educational narrative built around that offers thought-provoking rationale and context. Participants are qualified practitioners, engaging in a process of personal professional development, on a course equipping them with flexibility of PG life. It is interesting to hear about alternative views of assessment, and consider that the best modes reflect the growth needs of the learning group.

**COURSE DIRECTOR: Dr Jill Maddison**

**Course Director Response:**

Thank you for this comment and insight supporting our approach to supporting our distance students who are remote in every way from the RVC.

**Action Required:**

**Action Deadline:**

**Action assigned to:**



## 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 incremental journey whereby one essay's feedback informs the next is a great model. Discouraging multiple report submissions and mandating 'one at a time' optimises the feedback loop, creating the chance for individuals to develop as reflective practitioners and build their portfolios. Further reflection from them on the highlights of that journey, and links made, and perceived insight gained would make for an interesting qual. study?

**COURSE DIRECTOR: Dr Jill Maddison**

**Course Director Response:**

It certainly would. We will discuss this with our colleagues who do research in this area.

**Action Required:**

JEM to discuss with Liz Chan

**Action Deadline:**

01-Mar-2023

**Action assigned to:**

Jill Maddison

**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)**

This appears a well-established, fruitful and engaging programme of study. It recognises individuality, and the needs of candidates working in the real world with multiple internal and external priorities. I welcomed hearing about this inclusive level of education.

Thank you.

**COURSE DIRECTOR: Dr Jill Maddison**

**Course Director Response:**

Thank you for your very positive comments and support of our programme

**Action Required:**

**Action Deadline:**

**Action assigned to:**

