

# Collaborative Report

Exam board meeting: 02-Jul-2024

**Bachelor of Veterinary Medicine, Year 2, 2023/24**

**Lead examiner: Mr Ian McCrone**

**Collaborating examiner(s): Dr Charlotte Miller, Dr Jenny Fraser**

## The Programme

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

### 1.1 Course content

The course is appropriate for a second year veterinary degree.

**COURSE DIRECTOR: Dr Helen Stolp**

**Course Director Response:**

**Action Required:**

**Action Deadline:**

**Action assigned to:**

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

Learning objectives were clear and the assessments were aligned to these.

### 1.3 Teaching methods

The curriculum has a variety of teaching methods and these are used depending on the topics covered.

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

The online resources are very good and should provide appropriate support to the students.

#### **COURSE DIRECTOR: Dr Helen Stolp**

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

Thank you for your positive comments regarding the programme content, objectives and resources, as well as the teaching methods employed.

##### **Action Required:**

##### **Action Deadline:**

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

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

#### **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**

Standard entry students performed similarly to the students at other institution in the UK.  
There was notable poorer performance for the students that had come through the Gateway route.

#### **COURSE DIRECTOR: Dr Helen Stolp**

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

Thank you for noting the appropriate performance of students on this course. Some students from the Gateway (GW) entry route find BVM2 difficult; actions taken to improve achievement in GW and BVM1 years are not always sufficient to support students in Year 2. Importantly, we know that when students reach Year 3 and above there is no detectable poorer performance. This, therefore, places onus on the College to ensure that students are supported in progression when their knowledge is at an appropriate level. We are aware that some students don't update their study techniques as the course gets more complex, meaning that they don't learn or show off their learning to their maximum potential. We intend to modify the non-modular study skills toolkit teaching in Term 1 with the aim of encouraging GW students in particular to work with the Study Skills team.

##### **Action Required:**

Update Study Skills Toolkit non-modular teaching in Term 1.

##### **Action Deadline:**

02-Oct-2024

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

Helen Stolp, Veronica Brewster

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

There was a wide range of marks awarded with some students showing excellent performance. It was notable that some of the question papers were more challenging, particularly those questions that were interpretative requiring knowledge from different parts of the curriculum, rather than factual recall.

Dr J.F

Those students who performed to a high standard provided excellent answers, and exceptional detail and depth to evidence their broad knowledge of their subject matter to this stage. Those who did not perform so well, or failed, often provided minimal or no detail in their answers and there were definite gaps in knowledge and interpretation.

### COURSE DIRECTOR: Dr Helen Stolp

#### Course Director Response:

We have observed that students can focus on learning facts rather than problem solving and interpretation of information from multiple strands. As part of the update to the Study Skills Toolkit, in addition to DL teaching, we will further emphasise the importance of problems solving and support skills learning in this area.

#### Action Required:

Update Study Skills Toolkit non-modular teaching in Term 1

#### Action Deadline:

02-Oct-2024

#### Action assigned to:

Helen Stolp, Veronica Brewster

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

Dr J.F

### Assessment Procedures

Please comment, as appropriate, on:

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

A wide range of assessment methods were used and these were all appropriate to the learning objectives. Students were given ample opportunity in formative assessments to develop their skills.

Dr J.F

I really enjoyed the range of questions and assessment methods provided to the students. I particularly liked the amalgamation of topics for the interpretation questions in paper 2 - this is a great way to assess their knowledge and a good discriminator of ability

### 3.2 Extent to which assessment procedures are rigorous

The assessment procedures were very rigorous. The examining team made great efforts to ensure that marking was fair and appropriate double marking and moderation was performed. The statistical analysis to provide standard setting was appropriately explained and was appropriate so that no students were disadvantaged.

Dr J.F

**COURSE DIRECTOR: Dr Helen Stolp**

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

Thank you, we appreciate the recognition of staff efforts in this area.

#### **Action Required:**

#### **Action Deadline:**

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

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

The assessments and student performance are consistent with expectation at level 5.

### 3.4 Standard of marking

The methods used to ensure that there was consistency in marking was good,

Dr J.F

The feedback on the scripts was really easy to find and clear to see where marks had been dropped/picked up and will be highly informative when the students review their scripts.

### 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

Dr J.F

Yes, rigorous and fair

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

None to note.

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

#### General Statements

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

Additional comments, particularly if your answer was no:

#### 4.2 An acceptable response has been made

Additional comments, particularly if your answer was no:

#### 4.3 I approved the papers for the Examination

Yes

Additional comments, particularly if your answer was no:

Dr J.F

#### 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:

Dr J.F

yes - thank you to Maria for providing all of the required information in an easy to follow format, this was greatly appreciated.

**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:**

**Dr J.F**

**4.6 Candidates were considered impartially and fairly**

**Yes**

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

**Dr J.F**

**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:**

**Dr J.F**

**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:**

**Dr J.F**

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

**Yes**

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

**Dr J.F**

**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:**

**Dr J.F**

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

**Yes**

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

**Dr J.F**

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

**Yes**

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

**Dr J.F**

## **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:**

**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)**