

# Collaborative Report

Exam board meeting: 08-Jul-2025

## Accelerated Bachelor of Veterinary Medicine, 2024/25

Lead examiner: Dr David Kilroy

Collaborating examiner(s): Dr Jorge Del-Pozo

### The Programme

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

#### 1.1 Course content

The content of the course is a nice balance of pre-clinical (anatomy, physiology, pharmacology, animal husbandry) and paraclinical (general pathology, immunology, parasitology) material and is appropriate for the aims of a graduate entry course. The course is divided into modules and the taught material is well integrated giving students the opportunity to make links between the traditional subject areas.

Dr J.D

I concur with the lead examiner

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

The exams comprehensively covered the learning objectives.

Dr J.D

I concur with the lead examiner

#### 1.3 Teaching methods

A wide range of teaching methods are used on this course as is fitting in a modern veterinary school.

Dr J.D

I concur with the lead examiner

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

Ample resources are available for students, in particular an excellent anatomy museum with many detailed dissections and plastinated specimens.

Dr J.D

I concur with the lead examiner

#### COURSE DIRECTOR: Dr Emma Boardman

##### Course Director Response:

We are privileged to be able to offer our students such a comprehensive, historic anatomy collection, which they greatly value. It is with thanks to our dedicated and innovative anatomy technical team that our collection is maintained and continues to grow each year through additions of specimens and models produced through student dissection competitions, staff and student projects and through investment in novel technologies such as 3D-printing. Thank you for your comments. We will share them with our Anatomy technical and teaching teams.

##### Action Required:

Share feedback with teaching and anatomy technical teams.

##### Action Deadline:

30-Nov-2025

##### Action assigned to:

GAB Year Leaders

#### 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

Student performance in exams are similar to other veterinary schools, with the same areas of strengths and weaknesses.

Dr J.D

I concur with the lead examiner

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

The best of the class performed very well and the weaker students were noticeable by their answers to questions on Paper 2, which were very superficial and contained major errors.

Dr J.D

I concur with the lead examiner

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

The problem-solving questions were very challenging to many students, even with the help and guidance given to them during the year. Data interpretation seems to be a major problem with many of the candidates, something not unique to the RVC. This was discussed in detail with internal examiners.

Dr J.D

I concur with the lead examiner

## COURSE DIRECTOR: Dr Emma Boardman

### Course Director Response:

We agree that a disparity exists between those students who perform well and those who struggle with problem-solving element. This year was notable in June's performance on Paper 1 and Papers 2A and 2B, whereby overall students performed slightly better at the essential knowledge element, than the problem-solving element. This seems to be a reversal of trends over previous years, the reasons for which are currently unknown, but likely to be nuanced and complex, given PSQ exam design has not changed substantively over the past few years.

An introduction of the Student Record of Achievement in 2025-26 is intended to encourage attendance and to improve engagement and reflective practice on individual's learning progress. It will allow us to identify curriculum opportunities as SRA checkpoints that are known to actively develop problem-solving skills and acumen, through improved engagement and attendance, as well as encouraging reflection on their individual learning journey. We will continue working with RVC Study Skills, teaching teams and Advice Centre to identify those students most in need of support, as well as to identifying opportunities to enhance exam technique signposting.

**Action Required:**

**Action Deadline:**

**Action assigned to:**

Please comment, as appropriate, on:

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

Appropriate and relevant to the curriculum. As external examiners, we are very grateful for the inclusion of the examined learning objectives (LO's) in the draft exam papers sent to us. It makes clear the number of LO's being examined and their relevance to the question. The MCQ paper 1 was wide ranging and included a mixture of questions which were relevant and suitable for this student group.

Dr J.D

I concur with the lead examiner

### COURSE DIRECTOR: Dr Emma Boardman

#### Course Director Response:

Thank you for your comments. We are glad that our paper setting process is easy to follow, as well as providing clear curriculum signposting. Our MCQ bank of questions has undergone several improvements over the past two years, thanks to Brian Catchpole's (BVetMed Director of Assessment) initiative to oversee a review of all protected questions including checking relevance, quality of writing, and to provide performance statistics that make question selection easier at varying levels of difficulty. All these changes have provided clear enhancements to the paper setting process such that questions are now linked to their learning objectives and performance statistics.

#### Action Required:

#### Action Deadline:

#### Action assigned to:

### 3.2 Extent to which assessment procedures are rigorous

The procedures in this assessment are very rigorous, and includes formative as well as a summative assessment.

Dr J.D

I concur with the lead examiner

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

This level of assessment is consistent with the FHEQ framework at level 6.

Dr J.D

I concur with the lead examiner

### 3.4 Standard of marking

High standard of marking throughout including moderation of scripts.

Dr J.D

I concur with the lead examiner

### 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, very professional and academically sound. Before examining the scripts, we attended a very helpful meeting which reviewed the overall student performance and included a statistical analysis of the MCQ paper and the problem-solving paper and the internal examiners' marks.

Dr J.D

I concur with the lead examiner

#### COURSE DIRECTOR: Dr Emma Boardman

##### Course Director Response:

Thank you for our comments. We find these pre-Exam Board meetings extremely valuable in sharing ideas and points of interest/concern which can then be formally considered during the main Exam Board.

##### Action Required:

##### Action Deadline:

##### Action assigned to:

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

Dr J.D

I would like to commend the additional data for the evaluation of potential inter-examiner differences in the ISF part of the test.

### 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**

**Yes**

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

**Dr J.D**

YES

**4.2 An acceptable response has been made**

**Yes**

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

**Dr J.D**

YES

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

**Yes**

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

**Dr J.D**

YES

**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.D**

YES

**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.D**

YES

**4.6 Candidates were considered impartially and fairly**

**Yes**

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

**Dr J.D**

YES

**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.D**

YES

**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.D**

YES

**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.D**

YES

**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.D**

YES

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

**Yes**

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

**Dr J.D**

YES

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

**Yes**

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

**Dr J.D**

YES

## **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)**