

Collaborative Report

Bachelor of Veterinary Medicine, Year 3, 2013/14

Professor Chris Proudman

The Programme

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

Response from college requested: **NO**

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

Response from college requested: **YES**

COURSE DIRECTOR: Mr Dan Chan

Course Director Response:

The DOPS assessments were designed as checkpoints to ensure all students have a minimum competency in handling animals safely as they progress to clinical phase of their training (e.g., attend EMS placements). It's purpose is to identify students that require remedial instruction in order to handle all relevant species of animals safely. This is the reason to format this assessment as DOPS (Direct Observation of Practical Skills) where feedback on performance of skill is immediate given to student- this is distinct from OSCEs which are designed to test students at a higher level of demonstrating specific skills. DOPS are scheduled very early at the start of term because early identification of students requiring remedial instruction in handling animals safety is of utmost importance. Higher level skills are assessed more appropriately in the latter part of course in preparation for clinical rotations.

Action Required:

External examiners should be briefed on the purpose of the DOPS,

1.3 Teaching methods

Entirely appropriate.

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

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

Assessment appears to be well resourced.

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

1.5 Please provide any additional comments and recommendations regarding the Programme

None.

**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

Direct comparison with student cohorts at other Vet Schools is difficult because of differences in curriculum and the different stage at which each curriculum introduces clinical theory. However, the examiners are impressed by the level of clinical knowledge, particularly in companion animal subjects, that students demonstrate at this relatively early stage in their veterinary education.

Assessment Procedures

Please comment, as appropriate, on:

5.1

5.3 I approved the papers for the Examination

Yes

Additional comments, particularly if your answer was no:

The majority of examiners responded positively to constructive feedback on draft questions. A few examiners chose to ignore or challenge our comments which we found disappointing. We draw to the attention of the board that questions queried by external examiners are frequently poorly answered by students. There are examples of this in the current exam.

5.9 I have received enough support to carry out my role

Yes

Additional comments, particularly if your answer was no:

Response from college requested: NO

5.10 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

5.11 Appropriate procedures and processes have been followed

Yes

Additional comments, particularly if your answer was no:

Completion

If you have identified any areas of good practice, please comment more fully here. We may use

