

## **Bachelor of Veterinary Medicine, Year 1, 2014/15**

**Lead examiner: Dr Geoff Pearson**

**Collaborating examiner(s): Dr Paul Loughna, Dr Michael Lee**

### **The Programme**

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

#### **1.1 Course content**

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

Having access to RVC LEARN is an excellent means by which external examiners can appreciate and study course content etc. Currently, this access is restricted to BVetMed Yr 1 only. It would be good to have access to the whole programme on-line, but particularly years 2 and 3. Given the Strand structure of the course, having greater access would allow a much better understanding of how the learning objectives in each year build upon each other.





**Action assigned to:**

Raymond Macharia/Exams office/CMC

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

The level of assessment is consistent with the FHEQ and is in line with other institutions awarding the veterinary degree.

**Response from college requested: NO**

**Dr P.L**

I agree with lead examiner.

**3.4 Standard of marking**

Overall, the standard of marking was high and in line with marking guidelines. However, it was noted that in regard of one essay question (Paper 3, June 2015) the marker failed to adhere to the Common Grading Scheme (CGS), to the detriment of numerous students. It should also be noted that the outline answer given for this question included the marker's own marking criteria, which differed from the CGS. The external examiners raised this at the examination board and, as the mean for this question was significantly different from those of the other questions on the paper, a decision was made to remove it from the assessment. Findings from a preliminary study by an internal member of board (B Catchpole(44 242.66 Tm0 g[s]-521(b)14(er of)-10( 055004E>2004C5005

**COURSE DIRECTOR: Dr Raymond Macharia**

**Course Director Response:**

The common grading scheme is generic in nature and the descriptors in different categories or grades may not always conform 100% with a markers own model answer both in quality and quantity-in some cases there are

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

The examiners were impressed that each of the various types of summative assessment have a preceding formative-









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

**Yes**

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

