

This appendix contains Year Leader's responses to 2018/19 External Examiners' comments and updates to actions from previous External Examiners' reports (if applicable).

As Year Leader/Course Director please ensure you reflect on External Examiners' comments in the Course Review section. Please ensure that any actions to be taken in response to these comments have been recorded in your Annual Quality Improvement Report.

For support or advice please contact Ana Filipovic, Academic Quality Officer 'Standards', afilipovic@rvc.ac.uk, 01707666938

Appendix 3 consists of:

a.	Updates to actions from previous years' reports
b.	2018/19 Collaborative Annual Report with responses from Course Director/Year Leader

Report Question		Course Directors response and actions	Update in 2018/19
<p>3.2 Extent to which assessment procedures are rigorous</p>	<p>The entire comment available online</p>	<p>Action Required:</p> <p>Example Level One questions to be circulated to staff ahead of ISF oral exams, and a hard copy made available during the exam. Use of feedback comments, and 'signposting' during the exam to be emphasised in pre-exam briefing to staff (ISF coordinator; Exams office).</p> <p>Analysis of relationship between MCQ ICA and MCQ summer marks (BVetMed Year 2 Leader).</p> <p>Recommend to LTAC that RVC marking scheme for research and library project oral presentations should be amended or replaced. (BVetMed Year 2 leader; Director of Assessment; Exams Office; BVetMed Course Management Committee)</p> <p>Action Deadline:</p> <p>01-Jun-2019</p> <p>Action assigned to:</p> <p>ISF coordinator; Exams office; BVetMed Year 2 leader; Director of Assessment; Exams Office; BVetMed Course Management Committee</p>	<p><i>Example Level One questions to be circulated to staff ahead of ISF oral exams, and a hard copy made available during the exam. Use of feedback comments, and 'signposting' during the exam to be emphasised in pre-exam briefing to staff</i></p> <p>This action needs to be ongoing and highlighted again in 2019-20 since the ISF coordinator role will change hands this year.</p> <p>An analysis of the relationship between ICA and summer exam MCQ marks has been undertaken. There a significant ($p < 0.05$) and positive ($R = 0.66$) correlation between in-course MCQ exam marks and June MCQ exam marks. This knowledge is helpful, since we will now confidently follow up with tutors and students performing poorly at the December MCQ.</p> <p>A new marking scheme for integrated concepts presentations was devised and introduced for 2018-19 exams. This action is complete.</p>
<p>3.4 Standard of marking</p>	<p>The entire comment available</p>		

		<p>maximum and minimum marks for each question on future reports (Director of Assessment).</p> <p>Action Deadline: 01-Jun-2019</p> <p>Action assigned to: Exams office; Director of Assessment</p>	
<p>3.6 Opinion on changes to the assessment procedures from previous years in which you have examined</p>	<p>The external examiners are concerned that 60 MCQ questions may not be sufficient to test practical content in addition to factual recall across such a large range of subject areas and recommend that the widely praised ISF oral exam be given a greater weighting (15-20%).</p>	<p>Action Required: Ongoing assessment review, and changes made to Assessment and Award Regulations for BVetMed 2020-21</p> <p>Action Deadline: 01-Nov-2019</p> <p>Action assigned to: Director of assessment; BVetMed Course Management Committee; BVetMed Year 2 Leader</p>	<p>We are still in the process of outlining changes in assessment. We do intend to increase the weighting of the ISF oral exam, probably to 15%, however the exact figure has not yet been agreed upon. Assessment and award regulation proposals will go to Course Management Committee for approval in November 2019. We will keep the external examiners informed of our discussions.</p>
<p>3.7 Please provide any additional comments and recommendations regarding the procedures</p>	<p>these essays in a fair and consistent manner is challenging. The requirement for the essay paper could also be questioned as the material being assessed does appear to cross over with paper 2 on some instances. Perhaps the essay paper could be removed and to compensate, paper 2 could be expanded, either to cover additional areas or increase the time/marks for each question?</p>	<p>Action Required: Paper to BVetMed course management committee; amendment to Assessment and Award regulations for 2020-21</p> <p>Action Deadline: 31-Oct-2018</p> <p>Action assigned to: Director of assessment; BVetMed Course Management Committee; BVetMed Year 2 Leader</p>	<p>Essays will no longer be a part of this examination in 2020-21. Assessment and award regulations to go to Course Management Committee in November 2019.</p>
<p>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:</p>	<p>The ISF orals. In particular the external examiners would like to praise</p> <ol style="list-style-type: none"> 1. Student briefing 2. The calm atmosphere that was created which helped to alleviate any student anxieties. 3. Provision of samples in as clean and hygienic a manner as possible. <p>Application of statistical evaluation nce</p>	<p>Action Required: Feedback positive comments to Head of Anatomy Services, CBS and PPS HoD, Director of Assessment, Exams office, Exam board chair</p> <p>Action Deadline: 21-Dec-2018</p> <p>Action assigned to: Chair, TQC</p>	<p>Action complete</p>

	Provision of all written material for consideration by the external examiners and the conduct of the exam board meeting are also, we		
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Collaborative Report

Exam board meeting: 03-Jul-2019

Bachelor of Veterinary Medicine, Year 2, 2018/19

Lead examiner: Dr Mark Mclaughlin

Collaborating examiner(s): Dr Harriet BrooksBrownlie , Dr Karen Noble, Dr Richard Payne

The Programme

1.5 Please provide any additional comments and recommendations regarding the Programme

The staff successfully delivers a course that builds on learning from earlier parts of the degree programme and that is well-aligned to assessment methods. Quality assurance is robust.

Response from college requested: NO

Student performance

Please comment, as appropriate, on:

2.1

Assessment Procedures

Please comment, as appropriate, on:

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

The assessment process effectively and objectively examined a broad range of subjects in an integrated and aligned manner differentiating the depth of knowledge and understanding of individual student.

Response from college requested: NO

3.4 Standard of marking

Overall marking was consistent and generally of a high standard with, in general, clear feedback annotation on papers 2 and 3. A potentially ambiguous question was identified and it was agreed that the model answer should be modified and additional mark awarded where appropriate and this was performed efficiently. Staff had also

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

The introduction of a rubric for the ICA group oral presentations has made this component more discriminatory although the grades awarded still tend to be high. This is common for these assessments where the more engaged students can drive the group. The feedback annotation on the scripts (papers 2 &3) was more extensive which made the rationale for awarding marks easier to appreciate. A new box on the ISF oral mark sheet which aims to identify those students who may benefit from support in development of their communication skills is a useful addition, though staff may require guidance on its function and use.

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:

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 external examiners would like to praise the following aspects of the BVM2 examination process:-

As in previous years in relation to the ISF orals;

1. Student briefing and the general organisation of students going through the process
2. The calm atmosphere that was created which helped to alleviate any student anxieties.
3. Provision of samples in as clean and hygienic a manner as possible and the use of live animals.

vision of all written material for consideration by the external examiners.

examination staff and the external examiners.

ard meeting.

Response from college requested: NO

COURSE DIRECTOR: Dr Sarah Channon

Course Director Response:

Thankyou for your positive feedback, we will ensure this is passed on. It is pleasing to see so many areas of good practice highlighted in our assessment processes.

Action Required:

Action Deadline:

Action assigned to:

