

a.

Report Question	& suggested actions	response & Action	Update in 2018/19
1.4 Resources (in so far as they affected the assessment)	<p>The external examiners would value a print-out of module descriptors and lecture lists being made available on the scrutiny days (or possible emailed prior to arrival).</p> <p>It would also be helpful to examiners (particularly new ones) if the RVC set out their objectives or desires for external examiner action in advance of the scrutiny days.</p> <p>In relation to the point above, it would be valuable if RVC developed a policy document which set</p>		

the essay standard (e.g.

grade awarded did not line up with the common grading scheme. We are aware that markers may feel that the CGS is not well tailored to each programme of study and so it may be that the RVC feel that the CSG needs revision in consultation with staff.

sample marker discussing the findings with the 1st marker.

When blind double marking is used, for major Final Year Projects, markers are required to come an agreed mark. We are currently reviewing the use of a

disagree over a broad range to ensure the process for agreeing the final mark is

		<p>01-Jan-2019</p> <p>Action assigned to:</p> <p>Exams Office</p>	
<p>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)</p>	<p>The procedures are absolutely sound and fair. The administration staff are highly efficient, very helpful and should be congratulated.</p> <p>and</p> <p>projects has to be undertaken using an online system that is rather unhelpful to external examiners. As there are a large number of ICAs, and the examiners would ideally like to have a reasonably objective method of comparing the grades awarded, it may be useful to develop a sampling strategy. If ICA titles could be shown</p> <p>names and marks, it would help the examiners to identify topics within their field of expertise as well as helping them to select a sample of low, middle and highly graded pieces of work. At present the titles are not visible and the titles are shown in obscurely coded format.</p> <p>The Board of Examiners meeting gave all participants the opportunity to voice opinions.</p>	<p>We would like to thank the RVC Exams Office staff, in particular Adam Osgood and Emma Rosenberg, for their efficiency in running the Gateway assessments.</p> <p>We would encourage the exams office to present ICA information in a format which makes the external examiners role as transparent and easy as possible.</p> <p>Action Required:</p> <p>Examinations office to explore the feasibility of providing external examiners with the information requested in their report, regarding in course assessments.</p> <p>Action Deadline:</p> <p>01-Jan-2019</p> <p>Action assigned to:</p> <p>Exams Office</p>	<p>Complete</p>

4.10 I have received

b. Collaborative Report

Exam board meeting: 16-Jul-2019

Veterinary Gateway Programme, 2018/19

Lead examiner: Professor William Holt

Collaborating examiner(s): Dr Lucy Green

The Programme

Course Director Response:

We appreciate that during the 2018-19 Gateway examinations, there has been a higher number of failing students at the first attempt and will closely monitor this situation. In particular, Gateway students performed poorly in the Inheritance, Genetics and Evolution module, when compared to previous Gateway years and to the present BSc1 cohort. In 2019-20, the Inheritance, Genetics and Inheritance module will have a new Module Leader, who will be tasked with reviewing content and assessment with the view to supporting struggling students.

We agree that the reduced performance of the 2018-19 Gateway student cohort may be related to a lack of confidence with numeracy issues. As the External Examiners state, during 2018-19, we have implemented a number of support mechanisms to assist this widening participation cohort to deqG 510.36 69aeqG (s)63(of)8(20-2

students struggling with mathematical concepts/data interpretation in the Inheritance, Genetics and Evolution

Action Deadline:

Action assigned to:

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

No specific information has been provided to examiners in relation to resources for assessment. The resources to deliver effective teaching and learning appear to be excellent and the recent improvements in the site facilities will have enhanced the student experience.

In 2017.18, examiners commented on the resource of academic staff time, as being at risk of being over-stretched given the volume of assessment and the rapidly increasing number of students overall. This year, examiners noted that adjustments had been made to assessment with fewer essay-style questions. No information was provided to examiners as to the impact of more short-answer style exam questions on staff assessment time or on the speed of feedback to students on in-course assessments. Linked to this are examiner observations on variable feedback style and potential time/resource savings that might be made by a more uniform approach.

Response from college requested: YES

COURSE DIRECTOR: Dr Lisa Thurston

Course Director Response:

We thank the External Examiners for their positive

Action Deadline:

Action assigned to:

Action assigned to:



Action assigned to:

3.2 Extent to which assessment procedures are rigorous

There appeared to be some evidence of discrepancies in the marks awarded to Gateway students for their
- farm placement). The

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

Entirely consistent

Action assigned to:

3.5 In your v

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

4.3 I approved the papers for the Examination

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:

No further comments

Response from college requested:

