

ANNUAL QUALITY IMPROVEMENT REPORT 2016/17

Appendix 3: External Examiners' report

BVetMed Year 1



3.2 Extent to which assessment procedures are rigorous			
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conducted? (e.g. Briefing, Exam administration, marking arrangements, Board of Examiners, participation by External Examiners)		Action assigned to:	
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1.3 Teaching methods

As far as we are able to assess, the teaching methodology is broad, is commensurate with both the range of teaching material being delivered and the outcomes being assessed, and includes knowledge, understanding and problem solving.

Response from college requested: NO

COURSE DIRECTOR: Dr Raymond Macharia

Course Director Response:

Diverse but objective teaching methods are employed in delivering Teaching and Learning. Learning objectives and outcomes are clearly laid out for every topic/lecture or practical that is delivered.

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

Resources appear adequate. However, there are indications that increasing student numbers may present problems. Our primary concern is the burden on current academic and administrative staff involved in an assessment process for over 200 students

There is an associated concern for quality and objectivity when large numbers of scripts for a single question are 'split' between two markers.

Response from college requested: NO

COURSE DIRECTOR: Dr Raymond Macharia

Course Director Response:

There is great emphasis to balance the assessment load among teaching members of staff. Where an exam question has been answered by a majority of students (especially where choice of questions is allowed) two or more members of staff with requisite understanding/knowledge of the subject matter are employed to mark. However, the two or so markers use the same grading scheme (with model answer as the guiding framework) and hence lessen the chance of disparity of marks awarded. In addition, double marking is employed to mitigate any discrepancies.

1.5 Please provide any additional comments and recommendations regarding the Programme

Student performance

Please comment, as appropriate, on:

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

We noted that there was a strong correlation between marks in the ICA and the total marks after the summer sitting, with almost all students who failed overall achieving less than 55% in the ICA. We would encourage staff to continue to robustly monitor these interim results and feedback to individual students, regarding the likely outcome were they not to take action to remedy their performance. Indeed, some students who scored poorly in the ICA went on to pass.

The performance of the resit students was disappointing, with only one of the five students wh oo

Please comment, as appropriate, on:

3.1 Assessment methods (relevance to learning objectives and curriculum)

The range of assessment methods is in general appropriate and aligned to the stated learning objectives. Running ISF vivas in a consistent and objective manner is a continuing challenge, but it was perceived that this aim was achieved better this year than previously. However, considering the work and resources involved, ISF orals did not appear to be an effective discriminator for many students. It could be argued, however, that requiring students to undertake a compulsory oral is, in itself, desirable for students' future engagement with the public.

examined. Paper 3 (Essay) is made up 9 questions in 3 sections, with a student choosing a question from each section. The student is supposed to demonstrate depth of knowledge depth rather than breadth. The board meeting recommended that the number of questions in the essay paper be increased to 12 with four sections, and students to answer 4 questions, one from each of the four sections.

Action Required:

To increase the number of PSQ from 4 to 6.

To increase the number of essay questions to 12 (3x4 sections) with a student answering a question from each section.

To work with the exam office to ensure that the wording of the rubrics on the cover sheet is systematic, free of errors and succinctly clear to the candidates.

To address the issue of discrepancies between marks awarded by two or more makers of the same question through a departmental forum or meeting.

Action Deadline:

25-Sep-2017

Action assigned to:

Dr Vicky Waring

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.

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 - the procedures were sound and all administrative and academic staff responded promptly and

3.7 Please provide any additional comments and recommendations regarding the procedures

We welcome the statistical analysis with which we have been provided - it is impressive. In future, it would be good to receive an analysis of the relative performance of Gateway students.

We were grateful to receive direct feedback on our comments on the draft papers this year.

Response from college requested: NO

COURSE DIRECTOR: Dr Raymond Macharia

Course Director Response:

I understand this to mean ex-Gateway students. We will endeavour to provide the analysis the students against the overall class performance. This would be mainly an introspective look at their performance in order to inform on any teaching deficits in the Gateway year.

Action Required:

Year Leader and Gateway course director to act on the above.

4.1 Comments I have made in previous years have been addressed to my satisfaction

No

Additional comments, particularly if your answer was no:

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:

Response from college requested: NO

COURSE DIRECTOR: Dr Raymond Macharia

4.7 The standards set for the awards are appropriate for qualifications at this level, in this subject

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:

Response from college requested: NO

COURSE DIRECTOR: Dr Raymond Macharia

Course Director Response:

Lauren and the year Leader have been working together to ensure that the external examiners (and internal) are fully informed of their duties and roles in the examination process.

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

Yes

Additional comments, particularly if your answer was no:

Response from college requested: NO

COURSE DIRECTOR: Dr Raymond Macharia

Course Director Response:

The concerted effort by the internal and external examiners to provide quality assessment is hereby noted.

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:

Response from college requested: **NO**

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)