

# Collaborative Report

Exam board meeting: 23-May-2019  
Approved by TQC Chair 3<sup>rd</sup> June 2020

## Graduate Diploma in Equine Locomotor Research, 2018/19

Lead examiner: Dr Connie Wiskin

Collaborating examiner(s): Dr Sarah Taylor

### The Programme

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

#### 1.1 Course content

The course content appears appropriate across the 3 stages. A range of resources is offered, primarily online (with periodic contact days). Content seems well suited to the vocational nature of the course.

We would add perhaps a guide to reflective tools at the top of Stage 0. Learners did not cite (or reference) their method for the communication reflective case, so an introduction to Kolb, Gibbs etc. could provide a useful

### **1.3 Teaching methods**

Learners have access to a range of resources on a helpful, up to date and well-maintained website. The resources include a mix of guidance, tips, video clips and quizzes, which appear engaging and relevant. Access to one on one





**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.

**Response from college requested: NO**

No comment

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

Word count clarity amendment from previous board duly noted, thank you.

**Response from college requested: NO**

No comment

**3.7 Please provide any additional comments and recommendations regarding the procedures**

Would a formative assignment be useful to help the weaker learners develop their writing style early on?

**Response from college requested: NO**

Good point. Our concern is the additional work load for the students, some of whom have in the past voiced concern about the workload alongside their job. This however will not prevent us from implementing this.

In addition, we are of the opinion that there is some potential sequential effect with current assignments: e.g. we aim to comment on their writing in our feedback on the data analysis assignment, in preparation for the later project report. Although this focuses on writing of methods and results rather than the more extensive writing required e.g. for discussion or lit review. However, making use of the commenting features in the word processing software can be used effectively through all assignments and is now



#### **4.5 I attended the meeting of the Board of Examiners held to approve the results of the Examination**

**4.9 I have received enough support to carry out my role**

**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 double marking where used is good practice. Having an external examiner trained in educational methods paired with a specialist clinician felt well placed to serve the course.

Response from college requested: **NO**

**5.2 External Examiner comments: For College information only (Responses to External Examiners are remain confidential, if any)**

Response from college requested: **NO**

