

FdSc & BSc Veterinary Nursing

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		<p>transfer assessment. Previous results indicate that students who attain a merit in their Foundation award generally do well in the final BSc year.</p> <p><b>Action Required:</b></p> <p>Consider providing the option for 3rd year students in 2020/21 to progress if they attain a merit or complete the transfer assessment - a paper is going to the November Course Management Committee</p> <p><b>Action Deadline:</b></p> <p>04-Nov-2020</p> <p><b>Action assigned to:</b></p> <p>Course directors and exam team</p>		
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### 3.4 Standard of marking

Sample marking is in place across all modules, but sometimes the quality can be variable between sample markers. Where there is a discrepancy between first marker's and second marker's results discussion needs to be documented so that there is a full audit trail.

The sampler is asked to determine only whether they agree or disagree with the mark for each piece of work. It is considered reasonable for a sampler to agree with the first mark if it is adjacent and in the same class.

<b>3.1 Assessment methods (relevance to learning objectives and curriculum)</b>	Discuss with course leader in regards to review of the OSCEs. The clinical assessment tool is included to be			
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# Collaborative Report

Exam board meeting: 08-Sep-2021

**BSc and FdSc in Veterinary Nursing, 2020/21**

**Lead examiner: Mr Paul Crawford**

**Collaborating examiner(s): Dr Jane Furness**

## The Programme

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





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

The external examiners would note the departure of the Professor of Veterinary Nursing. Prof Gregory was a strong advocate for the profession and the course team as well as significant contributor to the course delivery and assessment. We would further note that this departure was announced in June and there appeared to be uncertainty among the team about the vacancy this has created both at a strategic and management level as well as at the 'coal face' in delivery of teaching and assessment. The team needs brought into the journey by senior College management as they develop a plan to fill these roles.

### **COURSE DIRECTOR: Ms Hilary Orpet**

#### **Course Director Response:**

We agree with these comments and recognise the impact the loss of this position has had already. We have discussed the role of what is required and provided draft job descriptions. We envisage the new role will encompass a more wide ranging and strategic responsibilities for veterinary nurses at the RVC. We are awaiting confirmation of the timeline for this new role from senior management.

#### **Action Required:**

Course Directors to alert head of department to these comments

#### **Action Deadline:**

#### **Action assigned to:**



## Student performance

Please comment, as appropriate, on:

### 2.1 Students' performance in relation to those at a similar stage on comparable courses in other institutions, where this is known to you

The performance of the Year 3 students at both foundation and BSc meet the external examiners' expectations based on their knowledge of students on other courses. The performance of students on BSc 4th year has continued to improve with commendable numbers achievement first class and upper 2nd class honours this year.

Previously identified disengagement of some final year students, who then did not meet their potential appears to have decreased.

**COURSE DIRECTOR: Ms Hilary**

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



### **3.4 Standard of marking**

Marking is generally of a high standard.

Feedback on written assessments is detailed and very constructive. A variety of styles and mechanisms are used with the course to deliver feedback - even between similar styles of assessment. A consistent approach might be beneficial both to the markers, students and the external examiners.

Occasionally it was felt that the examiners were trying to find a mark, which if they had not given, the external examiners would have been content for that lower mark to have been awarded. This was not at a level that



## General Statements

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

**Yes**

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

**4.2 An acceptable response has been made**

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

**Yes**

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

**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:**

None

**Dr J.F**

I would like to praise the teaching team for creating a safe, inclusive and supportive environment for their students to deliver and discuss their assessments through online presentations. Their enthusiasm from student one or group one to the final group or individual did not waver and enabled each student to have their 'time' to shine. T5 0

