

Individual Report

Exam board meeting: 07-Oct-2021

RCVS Certificate in Advanced Veterinary Practice, 2021/22

Professor Ed Hall

The Programme

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

1.1 Course content

The Certificate in Advance Veterinary Practice (CertAVP) is a flexible, post-graduate modular course divided into three consecutive modules (A,B and C). Students must pass the A module plus (2 x B and 3 x C) or (1 x B and 4 x C) 10 credit modules. The C modules are discipline-based but students can choose any module, although if passing all C modules in a specific discipline (e.g. small animal medicine) they are eligible to sit an RCVS synoptic examination for a designated CertAVP.

1.2 Learning objectives, and the extent to which they were met

Through extensive positive feedback on submitted work, students show improvement and meet the learning objectives as stated on CertAVP website, i.e.

"Holders of the qualification will be able to:

- deal with complex issues in an organised and creative manner, make sound judgements in the absence of complete data, and communicate their conclusions clearly to veterinary colleagues and to non-veterinary audiences, including clients;
- demonstrate self-direction and originality in tackling and solving problems, and act autonomously in planning and implementing tasks in their professional area of work;
- continue to advance their knowledge and understanding, and to develop new skills to a high level; and have the qualities and transferable skills necessary for professional veterinary work requiring:
 - the exercise of initiative and personal responsibility;
 - decision-making in complex and unpredictable situations; and
 - the independent learning ability required for continuing professional development."

1.3 Teaching methods

The CertAVP is run as a distance learning, assessment-only programme that emphasises self-reflection by the candidate on their own clinical practices in order to encourage life-long learning skills and to advance and enhance their clinical knowledge, skills and understanding. Detailed feedback is given on submitted assignments to help students develop and improve their performance and, ultimately, their own clinical practices.

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

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 CertAVP programme offered by the RVC differs from CertAVP programmes elsewhere which are taught programmes, whilst the RVC programme is a distance learning, assessment-only programme. Student performance, therefore, cannot be compared directly with other courses. However, students completing this programme clearly develop the ability to reflect and improve their clinical practice and the majority complete it within a reasonable time. Weaker students may lack all the knowledge necessary to pass the RCVS synoptic examination, but achieve something considered more valuable, i.e. the ability to reflect and practise life-long learning.

COURSE DIRECTOR: Dr Jill Maddison

Course Director Response:

Thank you for this wise observation and insight.

Action Required:

Action Deadline:

Action assigned to:

2.2 Quality of candidates' knowledge and skills, with particular reference to those at the top, middle or bottom of the range

The quality of the candidates' performance in their assessments is generally of a high standard, and with many showing clear evidence of improvement as they progress.

Assessment Procedures

Please comment, as appropriate, on:

3.1 Assessment methods (relevance to learning objectives and curriculum)

For the A module, students are required to pass 3 essays, one reflective essay and a short online quiz.

For B modules they are required to pass 5 case reports plus one reflective essay.

The exact assessment requirements differ between C modules, but generally involve a caselog, a variable number of case reports, a reflective essay, synopses and, sometimes, an end-of-module written examination. Students are able to submit one report for formative assessment, and there is consistent evidence of improved marks after this feedback.

A second submission with no penalty is allowed for failed assignments, and again the feedback often results in significant improvement. A third submission may be allowed on appeal, but is rarely needed.

3.2 Extent to which assessment procedures are rigorous

Marks are assigned according to published descriptors for each grade which are rigorously applied.

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)

The External Examiner is kept apprised of all the procedures for assessment and determination of awards, and is consulted on all failed submissions and appeals. The assessments are conducted fairly and award decisions are sound.

3.6

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:

The procedure for dealing with suspected plagiarism has been clarified.

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:**

The Board allowed open discussion of student performance and enabled sound award decisions.

4.6 Candidates were co

