

Collaborative Report

Graduate Diploma in Professional and Clinical Veterinary Nursing, 2013/14

Mrs Andrea Jeffrey

The Programme

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

1.1 Course content

The course structure and content is well organised and provides the skills the students need , via the bridging module, to progress through this level 6 programme

Response from college requested: **NO**

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

The learning outcomes are met within the teaching timetable and through the assessments

Response from college requested: **NO**

1.3 Teaching methods

Broad range of teaching methods are used and there is use of innovative teaching to address the needs of distance learning students eg the 'forum' within the Professional Studies Module

Response from college requested: **NO**

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

There has been no indication of resource issues related to the assessment of the modules, however, we have not seen any student evaluation , or end of module reviews, of the programme and it would be useful for this to be available when we return in September

Response from college requested: **YES**

COURSE DIRECTOR: Ms Perdi Welsh

Course Director Response:

We are content that the External Examiners do not see an obvious indication of a problem with learning resources in their consideration of the assessment. Student Evaluations and End of Module Reviews are managed by the ASD office rather than Exams Office, and are not normally presented to Externals with the assessment documentation. As this has not been raised by other Externals we would welcome dialogue with the Externals to identify the precise information required

Action Required:

Action Deadline:

Action assigned to:

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

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Response from college requested: **YES**

Response from college requested:

COURSE DIRECTOR: Ms Perdi Welsh

Course Director Response:

There has been very little or no marketing of the course recently and this has had a direct impact on interest in the course and subsequent student applications. The low intake number for the 2014 Intake mentioned above, reflects the lack of marketing action undertaken but there are ongoing discussions to address this.

Action Required:

Address marketing

Action Deadline:

March 2015

Action assigned to:

David Church

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

This is not known , neither external examiner , is the external for another course provider offering this type of programme

Response from college requested: **NO**

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

a 25% sample of all assessment was reviewed by the external examiners (EE) this included students within the top , middle and lower grade bands and all fail and resit candidates. The quality of candidates knowledge was apparent and in the 2013 intake, one student took a resit in Veterinary Physiology (and passed) all other candidates who presented themselves for assessment, passed at first attempt , with 6 merits and 14 passes within the cohort

Response from college requested: **NO**

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

There are no concerns that we wish to raise related to student performance.

Please comment, as appropriate, on:

3.1 Assessment methods (relevance to learning objectives and curriculum)

No concerns regarding assessment methods used

Response from college requested: **NO**

3.2 Extent to which assessment processes are rigorous

Problem Solving in Veterinary Physiology - question 5A , this section of the question had previously been used in 2012 , the ideal answer at that time included more options for clinical signs than the 2014 answer and one candidate sampled , had provided correct clinical signs (based on the 2012 ideal answer) but was marked 0 for it in 2014 , it is our recommendation that this question and its ideal answers are reviewed before the question is used again.

No other issues relating to rigour of assessment processes .

Response from college requested: **YES**

COURSE DIRECTOR: Ms Perdi Welsh

Course Director Response:

The Module Leader and Exams Office have been informed of the External Examiners' comments regarding this examination question and modifications and notes have been made in the Grad Dip examination question bank to ensure that this question is reviewed and modified if necessary before being used again.

Action Required:

Completed: The question and answer in the Grad Dip Examination Bank has been annotated to ensure that it is reviewed and modified if necessary before being used again.

Action Deadline:

01-Oct-2014

Action assigned to:

Course Director, Module Leader and Exams Office

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

This is a level 6 programme , the one module where candidates may not be working to this level is the Contemporary Study Skills Module which is the bridging module ,preparing nurses who may not have studied at level 5 prior to enrolling on the programme. We found critical evaluation and reflection was lacking to a degree, however, this may be due to the fact that the students are restricted to 1000 words.

We are sympathetic to the fact that as a first module it is important to encourage students and not put them off with a high word count requirement so early on in the programme , but do wonder if an increase to 1500 words with a clear indication that the additional 500 words should be for discussion and reflection

Response from college requested: **YES**

COURSE DIRECTOR: Ms Perdi Welsh

Course Director Response:

Following recommendations from Grad Dip Periodic Review, the course team have been reviewing the potential benefits of applying for RCVS full accreditation of the course. As a result, some modifications will be made to some of the learning and assessment activities in some modules to comply with certain RCVS criteria in preparation for an application to RCVS. This includes possible changes to this particular module's written assessment activity, from two separate pieces as it is now, to one 3,000 word assignment. This would address the External Examiners' concerns that the current word restriction for the two pieces

does not facilitate a full critical discussion and reflection.

Action Required:

Ongoing discussions within the Grad Dip course team and module leader regarding the changes that will need to be made to this module's assessment activities in light of the RVC's planned application for RCVS accreditation.

Action Deadline:

31-Jan-2015

Action assigned to:

Course Director and Module Leader of Contemporary Study Skills

3.4 Standard of marking

Other than the concern raised above in section 3.2 the standard of marking was sufficient and followed the RVC policy

Response from college requested: NO

3.5 Opinion on changes to the assessment process from previous years in which you have examined

The word count for the Extended Patient Care report in Veterinary Physiology word has increased from 1500 - 2000 words and allows students to make more reflective comments within the work we have seen this year

Response from college requested: NO

3.6 Please provide any additional comments and recommendations regarding the assessment process

We would like an explanation regarding any feedback that is provided in summative assessment of written work as it appears that the extent of the markers comments in general comments box differs between candidates

Response from college requested: YES

COURSE DIRECTOR: Ms Perdi Welsh

Course Director Response:

Following discussion during the Examination Board, it was proposed that the 'comments' box should be removed from the summative assessment mark sheet as this appears to produce some inconsistency between markers in the amount and style of comments provided to students.

Action Required:

Provide explicit guidance and information to students to help ensure they have clear expectations of all feedback opportunities
Grad Dip Away Day organised in October 2014 to disseminate information about providing effective and standardised feedback to students

Modify Summative Assessment Mark sheets to help standardise feedback given by different markers.

Action Deadline:

30-Sep-2014

Action assigned to:

Course Director

Assessment Procedures

Please comment, as appropriate, on:

4.1 In your view, are the processes for assessment and the determination of awards sound and fairly conducted?

Yes

Response from college requested: NO

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

Andrea Jeffery is unaware of any procedural changes , Danielle Banks has not examined in previous years

Response from college requested: NO

4.3 Please provide any additional comments and recommendations regarding the procedures

N/A

Response from college requested: NO

General Statements

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

Yes

Additional comments, particularly if your answer was no:

Response from college requested: NO

5.2 An acceptable response has been made

Yes

Additional comments, particularly if your answer was no:

Response from college requested: NO

5.3 I approved the papers for the Examination

Yes

Additional comments, particularly if your answer was no:

Response from college requested: NO

5.4 I was able to scrutinise an adequate sample of students' work and marks to enable me to carry out my duties

Yes

Additional comments, particularly if your answer was no:

Response from college requested: NO

5.5 I attended the meeting of the Board of Examiners held to approve the results of the Examination

Additional comments, particularly if your answer was no:

Response from college requested: NO

Ms Danielle Banks

We attended the meeting

5.6 Candidates were considered impartially and fairly

Additional comments, particularly if your answer was no:

Response from college requested: **NO**

Ms Danielle Banks

Candidates were considered impartially and fairly.

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

Yes

Additional comments, particularly if your answer was no:

Response from college requested: **NO**

5.8 The standards of student performance are comparable with similar programmes or subjects in other UK institutions with which I am familiar

Additional comments, particularly if your answer was no:

Response from college requested: **NO**

5.9 I have received enough support to carry out my role

Yes

Additional comments, particularly if your answer was no:

We would like to thank Karen Wright for her helpfulness and efficiency

Response from college requested: **NO**

5.10 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**

5.11 Appropriate procedures and processes have been followed

Yes

Additional comments, particularly if your answer was no:

Response from college requested: NO

5.12 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

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:

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 assessment processes are rigorous

The delivery of teaching and assessment are in many cases innovative and engage distance learners very well

Response from college requested: NO

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)

Response from college requested: NO

