

This appendix contains Course Director's responses to 2021/22 External Examiners' comments and updates to actions from previous External Examiners' reports (if applicable).

As Course Director please ensure you reflect on External Examiners' comments in the Course Review section. Please ensure that any actions to be taken in response to these comments have been recorded in your Annual Quality Improvement Report.

For support or advice please contact Ana Filipovic, Academic Quality Officer 'Standards', [afilipovic@rvc.ac.uk](mailto:afilipovic@rvc.ac.uk).

Appendix 3 consists of:

a.	Updates to actions from previous years' reports
b.	2021/22 Collaborative Annual Report with responses from Course Director Exam board meeting: Lead examiner: Dr Joseph Cassidy Collaborating examiner(s): Dr Harold Bok, Dr Amanda Boag, Professor Gayle Hallowell, Professor Nicholas Jonsson

Report Question	External Examiners' comment in 2017/18	Course Directors response and actions	Update in 2018/19 & 2019/20	Update in 2020/21
<b>1.3 Teaching methods</b>	Students' approach to answering questions in an examination may not necessarily reflect a problem-based approach as taught in the clinics, which is disappointing.	<p>The problem-based approach that is taught at the RVC is explicitly assessed in this finals exam as well as the 4th year exam. The issue with the patchy use of it by some students (or total lack of familiarity by a few) is likely to relate to inconsistent reinforcement in clinical scenarios and rotations and students failure to avail themselves of the extensive learning support material available. We recognise that the approach may need some modification for farm-related questions and will seek guidance from the production animal teaching team.</p> <p><b>Action Required:</b></p> <p>Discussion with production animal teaching team about how to modify the problem-solving approach taught for individual animals to enhance a problem-solving approach that is suitable for production animal/herd level problems.</p> <p><b>Action Deadline:</b></p> <p>01-Sep-2018</p> <p><b>Action assigned to:</b></p> <p>Jill Maddison</p>	This discussion has occurred	As indicated – this discussion has occurred and the production team continue to work on this issue. Next action would be to assign this to Richard Booth for further comment.

Report Question	External Examiners' comment in 2018/19	Course Directors response and actions	Update in 2019/20	Update in 2020/21
<b>1.3 Teaching methods</b>	The response from the College to comments from last year relating to students' approach to answering questions in an examination may not necessarily reflect a problem-based approach as taught in the clinics, confirmed that the problem-based approach that is taught at the RVC is explicitly assessed in	<p>This is something we are working on and continuing to progress. We have actioned a number of things during the past year and will continue to do so.</p> <ol style="list-style-type: none"> <li>1. There has been discussion with the farm group what other 'non-animal' factors (environment, husbandry, management etc) we should also be discussing within the define and refine framework</li> <li>2. In the PMVPH intro sessions, we use the</li> </ol>	As notes above under 1.3 of 2017/18 report, discussions continue	As above

this finals exam as well as the 4th year exam, and an action for the College was to discuss particularly with the production animal teaching team about how to modify the problem-solving approach taught for individual animals to enhance a problem-solving approach that is suitable for production animal/herd level problems.

down cow, define and refine setup as an example but overlay the above on top of this. This is just an example, but shows how the students need to consider

this when we are discussing population medicine with them

3. This is repeated in year 4 (may not be appropriate to keep repeating this but last year this ensured that everyone got it) and again in the exam prep sessions that were held during Electives

5. Farm staff have been asked to signpost this process within their teaching where appropriate

6. Clinical decision making is used in rounds (in particular) at both Synergy and Endell when cases are discussed on the final days of both rotations. A lot of these are scenarios that are potential exam questions and both practices play a

hand in writing the questions knowing that they are teaching the students in this way.

7. The farm questions are made a little more complex as we are trying to add in VPH/economics into some and these won't always fit into the clinical decision-making frameworks but often the

compensate for weaknesses in particular species using marks attained on questions on other species. An example at this assessment was a student who passed overall having failed three of the four Finals part II clinical and professional decision making questions.

The objective of this modification is to assist in maintaining the goal of 'potential omnicompetence'. Given that students have a somewhat limited question choice in Finals part II it will be important to carefully review the impact of this modification.

**Action Deadline:**

01-Sep-

<p><b>3.1 Assessment methods (relevance to learning objectives and curriculum)</b></p>	<p>situation could be avoided in the future if some form of arbitration was in place prior to finalising questions?</p> <p>A number of the skills assessed in the OSCEs are not 'stage appropriate' and could be moved to earlier in the course - e.g. paw bandaging, blood smear, instrumentation packaging... or could become DOPs As indicated earlier (1.4), we are very aware of substantial resource implications in running the current range OSCEs. Given this clear commitment to student learning by the College we would like to make sure this effort is optimised and that OSCEs taken by final year students are updated and focussed on topics/procedures relating to day-one competencies.</p>	<p><b>Action Deadline:</b> 01-May-2022</p> <p><b>Action assigned to:</b> Exams Office</p> <p>The set of the OSCEs this year was severely impacted by the pandemic. We acknowledge that there are some stations that are more appropriate as DOPs and earlier in the course and future OSCEs will not contain such stations.</p> <p><b>Action Required:</b></p> <p><b>Action Deadline:</b> 01-Feb-2022</p> <p><b>Action assigned to:</b> OSCE convener</p>	<p>Ongoing and that it is being considered as part of the new curriculum planning as moving assessment of skills to earlier</p>
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# **Collaborative Report**

**Exam board meeting: 15-Jun-2022**

**Bachelor of Veterinary Medicine, Year 5, 2021/22**

**Lead examiner: Dr Joseph Cassidy**

**Collaborating examiner(s): Dr Harold Bok, Dr Amanda Boag, Professor Gayle Hallowell, Professor Nicholas Jonsson**

## The Programme

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

### 1.1 Course content

The style, standard and content of the questions posed in Finals Part II and the student answers would indicate the course content is appropriate for Final year veterinary training.

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

Final assessments have been mapped to course outcomes, RCVS day-one skills and AVMA competences  
Finals Part II questions assess the key objective of clinical and professional decision making.

### 1.3 Teaching methods

Evidence from final assessments suggests these reflect the teaching phuggests these ref





## 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**

Student performance is very similar to that in the external examiners' Schools.

The externs welcome the introduction of minimum thresholds/qualifiers in Finals Part II this academic year (2021-22).

These new regulations have not had a significant impact on the overall numbers of students failing Finals Part II

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

The performance of this student cohort is similar to that in the external examiner 'home' Veterinary Schools and this group of students has not be unduly impacted by the introduction of 'minimum thresholds/qualifiers' in Finals Part II

**COURSE DIRECTOR: Dr Jill Maddison**

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

Yes - it is pleasing to see that the thresholds that have been put in place have not significantly affected the success rate of the students at this exam and hopefully have focused their minds on ensuring they are able to make reasonable clinical and professional decisions regardless of the species.

**Action Required:**

**Action Deadline:**

**Action assigned to:**









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



**4.10 I have received sufficient information to carry out my role (where information was insufficient, please give details)**



