‘Learning to be an Examiner’

Susan M Rhind
Director of Veterinary Teaching
R(D)SVS
Overview

• Brief context
• Components of our Assessment Literacy work
• Specific project with BVM&S year 3 students
  – Student experiences/ reflections
• Lessons learned
Our Context

- 5 (4) year programme leading to BVM&S and registration with Royal College of Veterinary Surgeons
- Assessment discussions often involve discussion of ‘safety’
- Tendency therefore to be rigid and relatively inflexible
- Increasing challenge by students (and parents) to assessment decisions

- [Common for medical schools to employ or have access to high level psychometrics advice]
Components of our Assessment
Literacy Work

PeerWise → Student engagement in Standard setting MCQs → Students as examiners of previous year groups work
Learning to be an Examiner
Sessions 2013/14

• 1st year – anatomy course
• GEP 1st year – anatomy and virology
• 3rd year – pathology course
• Preparation in advance of a range of real students answers from an earlier examination diet

General background on assessment methods and rationale

Specific opportunity to mark authentic student work
Assessment Literacy Defined

- Familiarity with technical approaches to assessment
- A conceptual understanding of assessment
- An appreciation of assessments relationship to learning
- Understanding of the nature, meaning and level of assessment standards
- Skills in self and peer assessment
- Possession of the intellectual ability to select and apply appropriate approaches and techniques to assessed tasks
Evaluation

- Of the session itself
- Of some more general aspects of their understanding of assessment
The session has helped me understand more about different standards in assessment.
It was incredibly helpful to go through the 'thinking like an examiner' session to understand what specific points/key phrases are expected for our exams.
Would you like sessions like this for other courses or types of assessment?
Evaluation

- Of the session itself
- Of some more general aspects of their understanding of assessment
Some Data from 1st year

I have a good understanding of how assessments are going to be marked at vet school
At school I had a good understanding of how assessments are marked
Lessons Learned

• Transitions and demystifying/ eases stress!
• High stakes end of module assessments – too many
• Links to themes from earlier feedback projects
• Implications for staff development……
Staff development implications

Student Expectations and understanding of assessment

What staff actually do

What staff think they do
I have/ students have a good understanding of how assessments are going to be marked in the vet school
Thanks for listening!