



Standard 8

Student assessment

8.1. Factual information

8.1.1. Strategy of **FVETUM** to assess students.

The student assessment is an essential part of the learning process to ensure that the students acquire the knowledge, competences and skills requested for the Veterinary Degree.

The Faculty coordinates the assessment process in two main ways:

- Approves the schedule of the final exams and progressing (mid-term) exams based on the consensus with the student's representatives, and approved by the Faculty Board several months in advance (before May 30th) that the academic year will begin, so the calendar will be available to the students to take decision prior to select the subjects for the next academic year. Also, this information will be stated at the syllabus of the different subjects.
- Approving the subject's syllabus where assessment timing, methodology and grading criteria must be stated and previously approved by the Department Council. All syllabus is reviewed by the Dean or Vice-Dean with competences in the Veterinary Degree to be published and available at the "Academic Guides" web <http://www.um.es/web/veterinaria/contenido/estudios/grados/veterinaria/2016-17/guias> and to ensure that fulfill the defined criteria by the Faculty and **UM**.

This strategy is part of the QA system and transparency, to ensure that all the information is public, debated and harmonized within Faculty and University policy.

The calendar of final examinations has to consider the following criteria:

- No exam should last more than one day.
- No student should be required to sit more than one exam of subjects of the same term/course during the same day.
- It is checked that the dates of consecutive course scores do not match on the same day.
- The dates of the final exams of the subjects rotate every year, so the last of a course become the first of the following course.

Since the last visitation (2006) the terms for final exams have been modified in order to begin earlier the academic year in September and to have summer period also available for Extra Mural Training or other personal activities. Currently the terms allocated for final exams are January, June and July.

- January: term for the final exams of the first semester.
- June: term for the final exams of the second semester.
- July: extraordinary examination period to re-sit exams.

Each term has 20 to 30 days to schedule the final exams. If a coincidence of the final exams is detected by the student or there is a justified and major cause that did not allow the student to perform the final exam, the **UM** regulation for calls, evaluation and minutes (<https://sede.um.es/sede/normativa/reglamento-de-convocatoria-evaluacion-y-actas-2011-aplicable-a-grados-y-masteres-pdf/80.pdf>), allows to the student to request to the Dean for a new date that is agreed with the professors of the subject and the date set.

Minutes of the final exams have a determined period to complete in order to ensure that the administrative process followed properly, and for the students to be informed with enough time in advance for other activities like re-sit July call for final exams, Extra Mural Practical Training (**EPT**) or to Graduate, for instance.

8.1.2. Assessment methodologies.

Most subjects combine continuing assessment of the student's day-to-day activity with the evaluation of supervised works, with written exams to evaluate of theoretical knowledge, and specific exams for the evaluation of practical skills. Most of the subjects also include mid-term tests, based on the length of the subject in terms of ECTS. Lecturers certify that students who pass the subjects have acquired the knowledge, competences and skills directly related to them.

- Theoretical knowledge. Assessment of theoretical knowledge is mainly based on written exams. Specific methodologies depend on each subject, but multiple choice test, essays, and matching type tests are the most commonly used. Theoretical knowledge is also evaluated through continuing assessment and evaluation of supervised works.
- Pre-clinical practical skills. Pre-clinical practical skills are primarily evaluated through continuing assessment, written reports, supervised work evaluation, and oral presentations and exams. Practical exams are sometimes made on healthy animals, organs, cadavers, patients or in the laboratory, depending on the subject. In most cases, the attendance and a positive evaluation of practical skills are required to pass the subjects.
- Clinical practical skills. Assessment of clinical practical skills is fully explained in **Chapter 3 (3.1.9)**.

8.1.3. Day One Competences assessment.

Day One Competences assessment is based on the assessment of the Rotations in the last academic year and semester. Currently the methodology used is based on 6 rubrics of the tutoring professors of each Rotation. To achieve the rubrics, the student has to complete a memorandum of the activities carried out along the different rotations, stating how competences have

been acquired during the practical activities. Currently there is not a formal logbook because it is difficult to take notes when hands are on the practical activities, reason why at the end of the day students write down the information for the memorandum. The Faculty has request an Innovation Project to the University to build a Portfolio of competences, learning outcomes and skills, that is into and advance stage at the moment that this SER has been written. This project has been led by the Vice-Dean on Innovation with the coordinators of the Rotations, whom has been working on the identification of the basic and advance skills required to warranty the different competences. The main objective is to pilot in 2017-18 academic year using the e-learning platform (Aula Virtual) to track the students whom have to be evaluated and signed by the professors.

8.1.4. Description of the processes for:

- To ensure the **advertising** and **transparency** of the **assessment criteria/procedures**. The assessment process is officially regulated in the **UM** regulation for calls, evaluation and minutes (<https://sede.um.es/sede/normativa/reglamento-de-convocatoria-evaluacion-y-actas-2011-aplicable-a-grados-y-masteres-/pdf/80.pdf>). The assessment criteria/procedures are published in the subject description guides before the academic year starts. Moreover, the following information must be included in the examination official announcements: date, time, type of examination, duration, evaluation criteria, and date of publication of results, which should be communicated at most 30 calendar days after examination. Students can review their exams after the publication of results.
- **Awarding grades**, including explicit requirements for barrier assessments. The process of awarding grades is also officially regulated by the **UM** and the same norm. Grades must be expressed as numbers, to which their corresponding qualitative grading is added: (Failing Grade: 0-4.9, Passing Grade: 5-6.9; Grade B: 7-8.9; Distinction: 9-10). The cut-off score is 5. Likewise, the mention "Matrícula de Honor" (Excellent) can be awarded to those students that have obtained a grade equal to or higher than 9.0, with the restriction numbers derived from national regulations (number cannot exceed 5% of students enrolled in a subject, unless the number of students registered is less than 20).
- Providing to students a **feedback post- assessment** and a guidance for requested improvement. The examination review is an essential part of the learning process and the starting point for feedback post-assessment. The improvement process is based on a follow-up of the student progress through a system of individualized tutorials by Lecturers that is considered the best method to carry out a correct guidance of the student.
- **Appealing**. In case of disagreement with the result of the review, the students can refute with arguments their grades to the Dean, who will notify to the Head of Department to appoint 2 Department Lecturers that together with the one appointed by the Dean will study the information and written report to review the assessment. Finally the student can appeal to the Rector. The specific procedure is fully described in the **UM** Student Statutes (<https://sede.um.es/sede/normativa/real-decreto-1791-2010-del-estatuto-del-estudiante/pdf/7.pdf>).

8.1.5. Description of how and by who the student's assessment strategy is decided, communicated to staff, students and stakeholders, implemented, assessed and Chapter 8 - SER 2017 revised

The evaluation procedures of the subjects are proposed by the Department Councils, discussed in the coordination meetings and subsequently approved by the Faculty Board Regarding the examination schedule, a draft is elaborated by a representative of the Committee for Assessment and Improvement of the Curriculum, together with academic staff and student representatives. After approval, all the information is published on the website, and on the Virtual Campus, at least 2 months before the academic year starts. This procedure complies with the official document of the Degree in Veterinary approved by ANECA and the QA system of the **FVETUM**.

8.2. Comments

- The **FVETUM** is encouraging students to participate more actively in the tutoring system, as an essential part of the learning process. Nowadays, online tutoring is more frequently used than on-site tutorials.
- The participation of external evaluators of **EPT** is appreciated by internal and external stakeholders.

8.2. Suggestions for improvement

- The **FVETUM** is currently involved in **UM** Innovation Project for the on-line portfolio to assess learning outcomes with the technical support of the Computer Service of the University. The goal is to find new methodologies for competence evaluation, especially technical skills.
- **FVETUM** Working Group includes the horizontal and vertical coordination, as well as coordination of assessment.