**Strategy for Enhancement and Assurance of the Quality of Learning, Teaching and Assessment, 2013/14-2020/21**

**Implementation Plan, 2013/14-2020/21**

The objectives of the Quality Enhancement and Assurance Strategy are to:

1. amplify the impact of student engagement in quality enhancement;
2. streamline our quality management processes, moving them on-line wherever this is prudent;
3. become more effective in “closing the loop” on quality assurance and enhancement actions.

This implementation plan sets out the steps to be taken towards each of these objectives during 2018/2019 – 2020/2021.

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| **RAG Rating** | **Status of action** |
| Red | Not started |
| Amber | Work in progress |
| Green | Completed |

***Strategic Objective*: Amplify the impact of student engagement in quality enhancement**

| **Strategic Actions** | **Activity for 2018-2019** | **Responsibility** | **Update on Progress** |
| --- | --- | --- | --- |
| 1. We will endeavour to increase response rates for the RVC Employer Surveys. | We will seek additional methods for capturing the contact details of our graduates’ employers’ in order to administer the RVC Employer survey:   * + - 1. RVC4Life registration       2. RVC Graduate Survey | Academic Quality Officer (Student Engagement) | RVC4Life registration and update requests now include a request for most recent graduates to provide their line managers work email address.  RVC Graduate Survey is conducted with graduates one year after graduation for BVetMed/Biological Science/FdSc Veterinary Nursing/BSc Veterinary Nursing/Graduate Diploma Veterinary Nursing. The surveys include a request to provide their line managers work email address in order to the college to send them the RVC Employer Survey.  The effectiveness of these approaches is monitored by the Teaching Quality committees ‘Student survey strategy working group’. [11.02.19] |
| 1. We will endeavour to increase response rates for the RVC Graduate Surveys. | Liaise with Development Office and Marketing team to identify opportunities to publicise the RVC Graduate Survey. | Academic Quality Officer (Student Engagement) | The RVC Graduate Surveys being conducted with graduates of 2018 during summer of 2019, will be sent to our alumni by Vicki Laing, Alumni Office. [11.02.19] |
| 1. Ensure that methods of surveying \*atypical cohorts are effective in providing quantitative and/or qualitative data to enhance student learning experiences.   \*Atypical cohorts include small student numbers, distance learning or blended learning. | SSSWG to identify atypical cohorts and work with the Course Directors to ensure that the methods used to survey students are aiding the enhancement of student learning. | Student Survey Strategy Working Group (SSSWG) | The SSSWG will consider whether to trial the introduction of a termly survey schedule for all courses from 2019/20. [11.02.19] |
| 1. Further develop the College’s online survey system to ensure ease of access for students. | Access to the online survey system will be added to the College’s ‘RVC App’ enabling students to complete all surveys open to them at any given time. For implementation from Spring 2016. | Academic Quality Officer (Student Engagement) | This action has been completed. Surveys conducted through the Colleges online survey system are now displayed on the RVC App. The display is tailored to the individual user and provides a scrolling link to all open surveys they have requiring their completion. The RVC App is the Colleges onsite default homepage and is frequently used by students. The new access method has been widely promoted to staff and students. Survey access methods are monitored by the ‘Student survey strategy working group’. [02.11.16] |
| 1. Continue to provide and promote opportunities for student engagement in relevant AQA&E procedures and activities. | 1. Conduct mapping exercise to identify which AQA&E Procedures currently do/do not include student representation.     1. Review outcome of mapping exercise with SU President/SU Vice President for Representation and Communication to identify i) any gaps in student representation and ii) how students engagement and impact can be maximised. 2. Communicate range of opportunities with SU Course Reps/SU Officers for involvement in AQA&E procedures and activities during 2018/19. | Academic Quality Officer (Student Engagement) & Academic Quality Manager | 1. Mapping exercise conducted [01.02.17] 2. To be conducted before end of Summer Term 2018. 3. To be communicated in the Autumn Term 2018. |

***Strategic Objective*: Streamline our quality management processes, moving them on-line wherever this is prudent.**

| **Strategic Actions** | **Activity for 2015-2019** | **Responsibility/Status** | **Update on Progress** |
| --- | --- | --- | --- |
| 1. Review all AQA&E Procedures. | Create a rolling plan of review of AQA&E Procedures.  Obtain feedback from staff/students/externals on their use of the procedures.  Consider purposing the Periodic Review Procedure to increase the focus on enhancement e.g. the ‘Course Enhancement Procedure’. | Academic Quality Manager | The plan is to formally review all AQA&E Procedures once every six years. The next formal review of all AQA&E procedures will take place in 2019/20.  The AQA&E Procedures are informally updated on an ongoing basis.  Feedback is collected from staff/students/externals on their use of AQA&E Procedures on an ongoing basis.  A Course Enhancement Procedure alternative to Periodic Review will be considered during 2018/19. |
| 1. Move processes on-line where this will improve their effectiveness (including annual quality improvement reports, student, graduate and employer surveys, External Examiner reports, nomination of curriculum managers and External Examiners, Module/Strand/Elective/Rotation Review forms, forms for Programme Design and Approval processes e.g. Business Plan and sign-off by the ‘Course Proposal and Development Group’, Module/Strand Leader Handbooks, Module Outline form and the updating of Assessment & Award Regulations and Programme Specifications). | Liaise with Head of LISD to identify when resource will be available to commence and finalise working on moving these processes and forms online. | Academic Quality Manager | No progress due to position of this task on a wider prioritisation schedule. |
| 1. Ensure that AQA&E Procedures are easy to find and understand. | Create bitesize summaries of the AQA&E Procedures for:   * The Design and Approval of Courses * Collaborative Provision | Collaborative Programmes Officers | This is in progress. In addition, relevant sections from both AQA&E procedures (Design and Approval of Courses; Collaborative Provision) relating specifically to Student Exchange activities are currently being ‘split out’ and collaboratively reviewed and amended by the Academic Quality and the RVC Access and International Engagement teams, to create simplified, easy to follow procedures for this specific area of collaborative provision. Once feedback on this task and its outputs has been gained the process will be applied to other types of collaborative activity. |
| 1. Report findings from student surveys in an easily accessible format, which enables identification of positive feedback; key areas for improvement and longitudinal analysis where relevant. | Review the current use of ‘survey dashboards’ and extend to all survey results reporting during Autumn 2016 where appropriate. | Academic Quality Officer (Student Engagement) | COMPLETED: Survey dashboards were developed and completed for all relevant student survey results of 2015/16 including National student survey, RVC Satisfaction survey, RVC Graduate survey.  [Academic Quality Officer (Student Engagement), 02.11.16] |
| 1. Reduce academic committee overload for staff and students. | Review the Academic Committee structure. | Academic Quality Officer (Student Engagement) and Head of Academic Development | COMPLETED: The Academic Committee Structure has been re-designed and consequently updated in all relevant documentation, including the Academic Committee Handbook, and staff have been notified by the Head of Academic Development. [Academic Quality Officer (Student Engagement), 02.11.16] |
| 1. Improve effectiveness of academic committees at managing business. | Develop training for Chairs and Secretaries which facilitates the sharing of good practice. To be delivered during Autumn 2016. | Academic Quality Officer (Student Engagement) and Head of Academic Development | COMPLETED: Training for Chairs and secretaries of Course Management Committees was delivered during September 2016. [Academic Quality Officer (Student Engagement, 02.11.16]  The training will continue to be conducted every Autumn. |

***Strategic Objective*: Become more effective in “closing the loop” on quality assurance and enhancement actions.**

| **Strategic Actions** | **Activity for 2015-2019** | **Responsibility/Status** | **Update on Progress** |
| --- | --- | --- | --- |
| 1. Streamline the use of enhancement focussed action plans as the primary output of AQA&E Procedures. | Consolidate action plans from TQC sub-groups to reduce the number of meetings and burden on staff (eg TQC sub-groups for considering AQIRs/survey results/external examiner reports).  Provide visual guidance to staff about the AQA&E Procedures that they are involved with and when. | Academic Quality Manager, the Academic Quality Officers and Academic Quality and Learning Development Administrator. | Completed with the exception of visual guidance to staff about the AQA&E Procedures that they are involved with and when. |

**Key Performance Indicators 2013/14– 2020/2021**

| **Student Engagement** | **Baseline 2013/14** | **Monitoring 2014/15** | **Monitoring 2015/16** | **Monitoring 2016/17** | **Monitoring 2017/18** | **Monitoring 2018/19** | **Target 2020/21** |
| --- | --- | --- | --- | --- | --- | --- | --- |
| 1. Percentage of required SU Course Representative positions filled | 100% | 96% (48/50) | 92% (46/50) | 92% (47/51) | 94% (47/50) | 86% (49/56) | 100% |
| 1. Percentage of SU Course Representatives that opted to continue and were elected to next academic year | 16%(9/55) | 23% (11/48) | 26% (12/46) | 23% (11/47) | 16% (8/49) | 20% (10/49) | 25% |
| 3a. Percentage of SU Course Representatives attending training events: **Induction Training** | 61%  (35/57) | 67%  (32/48)  *Of those who did not attend – 7 had been reps in previous year and 2 were based abroad.* | 67%  (31/46)  *Of those who did not attend – 6 were reps previously, 4 not in post* | 70% (33/47) | 42% (21/50) | 59% (29/49) | 75% |
| 3b. Percentage of SU Course Representatives attending training events: **Skills Training** | n/a not conducted | 56%  (27/48)  *Of the 22 who did not attend – 2 were based abroad and 1 was not in post.* | 50%(23/46)  Of those who did not attend – 2 were not in post, one was distance learning | (18/47) | 50% (25/50) | 33% (16/49) | 50% |
| 1. Percentage of SU Course Representatives attending **catch-up/social events** | Spring Social - 23% (13/57)  Summer Social - 19% (11/57) | Spring – 27% (13/48)  Summer – 21% (10/48) | Spring – 28% (13/46)  Summer – 17% (8/46) | Spring – (20/47)  Summer – not known | Social held in January 2018 - 56% (28/50) |  | 25% |
| 1. Attendance rates of required SU Course Representatives at academic committee meetings (total % of Course Management Committee meetings during academic year which had the required student representatives present as detailed in constitution) | 72% | 79% | 82% | 87% | To be confirmed |  | 75% |
| 1. Number of items raised by students at committee meetings   (CMCs and RDC) | 21 | 34 | 144 | N/A – data no longer collected | N/A – data no longer collected | N/A – data no longer collected | No target. This data is being collected here for information. |
| 7a. Response rates to student evaluation surveys:  **RVC Module Surveys** (% of surveys which met response rate threshold of 25%) | overall satisfaction - 78%  full survey - 65% | overall satisfaction 66%  full survey 53% | Overall satisfaction – 61%  Full survey – 59% | Overall satisfaction – 68% Full survey – 63% | Overall satisfaction – 36%  Full survey – 30% |  | overall satisfaction - 80%  full survey – 70% |
| 7b. Response rates for student evaluation surveys:  **RVC Staff Teaching Surveys** (% of surveys which met response rate threshold of 25%) | overall satisfaction - 86%  full survey - 60% | overall satisfaction - 73%  full survey - 52% | Overall satisfaction – 68%  Full survey – 62% | Overall satisfaction – 69% Full survey – 62% | Overall satisfaction – 28%  Full survey – 26% |  | overall satisfaction - 80%  full survey – 70% |
| 1. Response rates for **RVC Graduate Surveys** (% of surveys which met response rate threshold of 25%) | 80% | 66% | 83% - 5 out of 6 surveys above threshold. | 100% - 6 out of 6 surveys above threshold. | 17% - 1 out of 6 surveys above threshold |  | 80% |
| 9a. Response rates for national student surveys:  **National Student Survey** | 89% | 84% | 87% | 83% | 89% |  | *90%* |
| 9b. Response rates for national student surveys:  **Postgraduate Taught Experience Survey** | 43% | 41% | 54% | 28% | 48% |  | 60% |
| 9c. Response rates for national student surveys:  Postgraduate Research Experience Survey (biennial) | 79% (2012/13)  (biennial survey) | 69% | n/a – biennial | 61% | n/a – biennial |  | 80% |

| **Quality Management Processes** | **Baseline 2013/14** | **Monitoring 2014/15** | **Monitoring 2015/16** | **Monitoring 2016/17** | **Monitoring 2017/18** | **Monitoring 2018/19** | **Target 2020/21** |
| --- | --- | --- | --- | --- | --- | --- | --- |
| 10.Quality management cycles (Annual Quality Improvement Reports, External Examiner reporting) completed on time | 100% | External Examiner Reports = 100%  Annual Quality Improvement Reports = 92% | External Examiners Reports = 100%  Annual Quality Improvement Reports = 96% | External Examiners Reports = 100%  Annual Quality Improvement Reports = 88% | External Examiners Reports = 100%  Annual Quality Improvement Reports = Not available yet | Not available yet | 100% |
| 11.Percentage of responses to External Examiner reports, Strand Reviews, Module Reviews and AQI Reports submitted on time | External Examiner Reports = 100%  Strand/Module/Elective reviews = 71%  AQI Reports = 92% | External Examiner Reports = 100%  Strand/Module/Elective reviews = 93%  AQI Reports = 92% | External Examiner Reports = 100%  Strand/Module/Elective reviews = 92%  AQI Reports = 96% | External Examiners Reports = 100%  Strand/Module/Elective reviews = 74%  AQI Reports = 100% | External Examiners Reports = 100%  Strand/Module/Elective reviews = 77%  AQI Reports = 100% | External Examiners Reports = Not available yet | External Examiner Reports = 90%  Strand/Module/Elective reviews = 90%  AQI Reports = 90% |
| 12.Number of outstanding External Examiner nominations at end of October | 2% (1/49) | 13% (6/45) | 18% 8/45 | 8% 4/48 | 40%  All but one completed in November 2017 | 4% 2/52  Two further appointments are in process for UG Biosciences suit of courses with the in-year decision to increase the number of external examiners and restructure the exam board for this course. | 0% |
| 13.Percentage of new External Examiners attending INSET Day | 2013 = 55%  2014 = 50% | 2015 = 63% | 2016 = 80% | 2017=100% | 2018 = 80%  3 out of 15 new examiners agreed to take part in the online training once available | N/A  Requirement for External Examiners to attend Inset day on Assessment will be discussed at TQC in March 2019. This may no longer be part of their induction process, with the online training in place. | 100% |
| 14.Accreditation status of courses | All courses have full appropriate accreditation | All courses have full appropriate accreditation | All courses have full appropriate accreditation | All courses have full appropriate accreditation | All courses have full appropriate accreditation |  | All courses have full appropriate accreditation |
| 15.Outcome of QAA HER | RVC ‘Met UK Expectations’ in three judgement areas and received a ‘Commended’ grade for one judgement - Feb 2015 | RVC ‘Met UK Expectations’ in three judgement areas and received a ‘Commended’ grade for one judgement - Feb 2015 | RVC ‘Met UK Expectations’ in three judgement areas and received a ‘Commended’ grade | At least one Commended  (achieved – QAA HER Feb 2015) | At least one Commended  (achieved – QAA HER Feb 2015) |  | At least one Commended  (achieved – QAA HER Feb 2015) |
| 16.Memoranda of Agreement in place for all collaborative provision | 100% | 100% | 71% (5/7)  Agreements with ZSL and Bell Equine Veterinary Clinic (both for Intra Mural Rotations and Residencies) were developed prior to the activities commencing but approval was halted by internal discussion around the structure/nature of the arrangements and any tax implications for the College arising. | 40% (2/5) \*  Agreements with Endell Veterinary Group (for BVetMed Rotations and for MVetMed) and Bell Equine (for tracking BVetMed Rotations) not signed before commencement of activities.  \* new or replacement agreements for activities commencing in academic year 2016/17. | 17% (1/6) \*  The following agreements and extensions to agreement signed for activities commencing in AY2017/18.   * Bell Equine Veterinary Clinic (tracking Rotation) * Blue Cross (core Rotation) * Buckingham Equine Vets (tracking Rotation) * Fenton Vets (internship) * King’s College London (credit accumulation and transfer) * Wood Green London Centre (core Rotation)   Of the above, one (Buckingham Equine Vets) was signed ahead of commencement of teaching.  \* new or replacement agreements for activities commencing in academic year 2017/18. |  | 100% |

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| **Closing the Loop** | **Baseline 2013/14** | **Monitoring 2014/15** | **Monitoring 2015/16** | **Monitoring 2016/17** | **Monitoring 2017/18** | **Monitoring 2018/19** | **Target 2020/21** |
| 17.Number of ‘You Said…We Did…’ entries | 18 | 16 | 10 | 6 | 10 |  | 25 |
| 1. Percentage of RVC Module/Strand surveys with low scores not receiving response through Module/Strand review | Undergraduate - 6% (1/16)  Postgraduate - 50% (2/4) | Undergraduate - 6% (1/56)  Postgraduate - 0% (0/12) | Undergraduate – 0% (0/6)  Postgraduate – 8% (1/12) | Undergraduate – 13% (2/16)  Postgraduate – 15% (2/13) | Undergraduate - 43% (3/7)  Postgraduate – 0% (0/6) |  | 0% |
| 19a. Scores for overall satisfaction on **National Student Survey**  (Q27. Overall I am satisfied with the quality of the course - %  respond as ‘strongly agree’/’agree’) | 88% | 92% | 91% | 94% | 90% | Not available yet | 90% |
| 19b. Scores for overall satisfaction on **Postgraduate Taught Experience Survey** (Q. Overall I am satisfied with the quality of the course – % respond as ‘definitely agree’/’mostly agree’) | 80% | 81% | 81% | 76% | 90% |  | 85% |
| 19c. Scores for overall satisfaction on **Postgraduate Research Experience Survey** (Q. Overall, I am satisfied with the experience of my research degree programme - % ‘definitely agree’/’mostly agree’) | 85% - 2012/13 | 91% | n/a biennial | 73% | n/a biennial |  | 85% |

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| **Author:** | Academic Quality Manager |
| **Date updated:** | 15th March 2019 |