

Higher Education Review

The Quality Assurance Agency for Higher Education (QAA) confirmed the quality and standards of provision at the Royal Veterinary College following its review visit in February 2015.

A team of QAA reviewers visited the Royal Veterinary College and judged that its academic standards, the quality of its student learning opportunities, and the quality of information about its learning opportunities **all meet UK expectations**. The enhancement of its student learning opportunities is **commended**.

Professor Stuart Reid, Principal at RVC said, "I am delighted that the Royal Veterinary College has received a very favourable report following the QAA review. We are committed to delivering the highest of standards in our programmes and the results of the recent assessment endorse the efforts of all at the RVC. Unique amongst UK veterinary schools in being subject to institutional level inspection, I am immensely grateful to my staff and students for their dedication in making this small specialist institution amongst the best in class."

QAA's Higher Education Reviews are carried out by experts from other universities and colleges. Every review team includes a student reviewer, because QAA believes that students should be partners in the quality assurance of their education.

The team that reviewed the Royal Veterinary College included Stephen Finch (Royal Agricultural University), Barbara Howell (Coventry University), Professor Denis Wright (Imperial College of Science, Technology and Medicine) and David Messling (student reviewer from University of East Anglia).

A successful review means that the College can display the QAA Quality Mark, indicating to UK and international students that the College meets national requirements for standards and quality.

Further details about the process of Higher Education Review can be found on the QAA website [here](#).

The full report on the Royal Veterinary College was published on 13 May 2015. It is available to read [here](#).

Following Higher Education Review, each College or University is required to produce an action plan in response to the conclusions of the report. The action plan is intended to support the College in continuing development of its higher education provision by describing how it intends to take forward the findings of the review visit. Through its publication, the action plan constitutes a public record of the College's commitment to take forward the findings of the review visit. It is intended that the publication of the action plan will promote greater confidence among students and other external stakeholders about the quality assurance of higher education at the College.

The initial Royal Veterinary College action plan was produced jointly with student representatives and was signed off by the Principal in July 2015. The action plan was updated annually in conjunction with student representatives until all actions had been completed. The most recent update was in July 2018. The most recent update to the action plan is published [here](#) on the College's website.

**Quality Assurance Agency (QAA)
Higher Education Review
Action Plan**

July 2018

	Recommendation <i>The QAA review team makes the following recommendations to The Royal Veterinary College.</i>	Action to be taken by the College	Date for completion/ Progress to date	Lead Responsibility	Success indicators	Lead Student Representatives Comments
1.	Ensure that all postgraduate research students (PGR) receive appropriate training before undertaking teaching and/or assessment (Expectations B3 and B11)	<p>1. Survey all PGR students to establish their training needs.</p> <p>2. We will develop a framework of teaching and learning training for all staff and students who teach that stipulates compulsory training via a programme based upon the UK Professional Standards Framework. This programme will have flexible entry and exit points, where appropriate</p>	<p>Deadline: November 2015: The PGR survey was completed prior to the deadline. The survey results were considered by the team creating a framework of teaching and learning for all staff and students who teach (see below for further details). Action completed.</p> <p>Deadline December 2015: A framework of teaching and learning training for all staff (who are not probationary lecturers), and postgraduate students who teach and/or supervise students at</p>	Vice Principal for Students, the Graduate School and the Director of Development of Academic Staff.	<p>To improve the Postgraduate Research Experience Survey (PRES) results, specifically to achieve at least ~85% satisfaction in response to the PRES question that asks if “appropriate support and advice” had been received in advance of undertaking teaching.</p> <p>PRES results in 2015 indicated that of those PGR students who had taught (~50% of respondents) 56% mostly or definitely agreed they had received “appropriate support and advice” in advance of undertaking</p>	<p>We emphasise the importance of appropriate training provided to students before they undertake teaching of any description and that ensuring all postgraduates are supported in their teaching and training will make a significant improvement in the delivery of teaching and quality assurance of teaching standards.</p> <p>Supporting postgraduate students to build towards teaching qualifications will not only strengthen their pedagogical background but also enhance their career options.</p>

		<p>building towards Associate Fellow of the Higher Education Academy, Fellow of the Higher Education Academy and the Postgraduate Certificate in Veterinary Education as appropriate for each individual.</p>	<p>the RVC was approved in principle by the College Executive Committee in November 2015.</p> <p>The 'Teaching and Learning in Higher Education (TLiHE)' course commenced in October 2016. The TLiHE runs three times per year in May, July and November. The delivery of the TLiHE is blended (mainly online but including a face-to-face induction and a final presentation session at the end). The attendees are required to undertake a 6-week online course on Learn, and complete an assessment quiz. The training is compulsory for those who teach more than 6 hours/year.</p> <p>Action completed.</p> <p>Update October 2018: The TLiHE training</p>		<p>teaching.</p> <p>In 2017, the PRES results indicated that of those PGR students who had taught (57% of respondents) 51% mostly or definitely agreed they had received "appropriate support and advice" in advance of undertaking teaching.</p> <p>The Teaching Quality Committee will continue to monitor the QAA recommendation and RVC performance against the success indicator.</p> <p>The RVC did not take part in the PRES during 2018.</p>	
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			<p>has been further updated to make aspects of it more relevant to supporting student research projects, which is how the majority of PGR students are involved supporting UG students (to clarify, PGR students are not involved in assessing student projects).</p>			
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QAA HER Action Plan approved by the Principal of the Royal Veterinary College, Professor Stuart Reid:

Signature:

Date: