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.

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 2019-2020	Activity for 2020-21	Responsibility	Update on Progress
I. 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	SSSWG/TQC to revisit the process of obtaining employer contact details. The RCVS have suggested that FEs and HEIs work together to obtain VN Employer feedback. In the absence of a joint VN Council it is not clear who/how to take this suggestion forward.	Academic Quality Officer (Student Engagement)	RVC4Life registration and update requests used to include a request for most recent graduates to provide their line manager's work email address. However since spring 2020, this is no longer the case and this request for information has been removed by the Alumni office. As confirmed with the Alumni office, this is due to i) changes in GDPR which require additional consent to be added to the form resulting in a larger volume of information being requested which may not appear to be relevant to the audience ii) removal of BVetMed employer survey due to introduction of Veterinary Schools Council employer survey (bulk of sign-ups for RVC4Life come from BVetMeds) iii) timing is not aligned as students are asked to sign up to RVC4Life from the January of the year they graduate and so the information could be quite out of date by the May the following year. 1. 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

Strategic Actions	Activity for 2019-2020	Activity for 2020-21	Responsibility	Update on Progress
				include a request to provide their line managers work email address in order to the college to send them the RVC Employer Survey. No employer contact details were provided via the 2020 Graduate Survey.
II. We will endeavour to increase response rates for the RVC Graduate Surveys.	Liaise with Development Office (Alumni Relations) and Marketing team to identify opportunities to publicise the RVC Graduate Survey.		Academic Quality Officer (Student Engagement)	From summer 2019 the RVC Graduate Survey is emailed to graduates (only those who have consented to be emailed) through the Alumni Office. In an effort to increase response rates, from summer 2020 the Alumni office will also send a hard copy letter to those graduates whom opted out of receiving email correspondence from the RVC [Maxine Bailey, 19.11.19]
III. 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 has commissioned a trial to be conducted over a period of up to 3 academic years from 2018/19 to 2020/21 with BVetMed Year 3, Biosciences Year 2 and Postgraduate Veterinary Education cohorts. The trial will replace module/strand surveys with a termly 'RVC Satisfaction survey' which utilises questions from the National Student Survey and Postgraduate Taught Experience Survey. The SSSWG will evaluate the trial in order to consider rolling it out across all the College's undergraduate and postgraduate courses. Success will be measured by the Academic

Strategic Actions	Activity for 2019-2020	Activity for 2020-21	Responsibility	Update on Progress
				Quality team through analysis of students' responses to questions relating to student engagement as they appear in the termly RVC Satisfaction surveys/National Student Survey/Postgraduate Taught Experience Survey [Maxine Bailey, 19.11.19]. During 19/20 we conducted this trial for BVetMed Year 3/Biosciences Year 2 and PG Veterinary Education courses. A termly student survey was rolled out for 2020/21 to all taught undergraduate and postgraduate students. This new termly student survey will address the needs of distance learning groups as the survey questions are designed to reflect a blended learning approach.
IV. 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]

Strategic Actions	Activity for 2019-2020	Activity for 2020-21	Responsibility	Update on Progress
V. 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. 2. 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. 3. Communicate range of opportunities with SU Course Reps/SU Officers for involvement in AQA&E procedures and activities during 2018/19.	SU Course Reps programme: to be promoted to all cohorts to encourage nominations in post and recruitment of reps to membership of academic committees for 2020/21. SU Course Reps programme: to be supported through redevelopment of 'Training and support programme' tailored to circumstances facing Reps during 2020/21. This includes an online training programme, with sessions delivered by key RVC teams including Advice Centre, Marketing team, Learning and Wellbeing.	Academic Quality Officer (Student Engagement) & Academic Quality Manager	1. Mapping exercise conducted [01.02.17] 2. SU satisfied that there are no gaps in student representation and there are lots of efforts to increase student engagement and impact. 3. Academic Quality Manager invited students to attend a presentation on 'How you and the RVC quality assure your course' during Welcome Week (26th and 27th Sept 2019). The session was attended by three new first year students' who felt that the session was very enlightening as they had not appreciated just how much quality assurance takes place and how they could be involved. These students appeared keen to become course reps.

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

Strategic Actions	Activity for 2019-2020		Responsibility/Status	Update on Progress
I. 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 at least once every six years. The next formal review of all AQA&E procedures will take place in 2019/20. Delayed until end of 2021/22 due to COVID-19. The AQA&E Procedures are informally updated on an ongoing basis. Informal and formal feedback is collected from staff/students/externals on their interactions with AQA&E Procedures on an ongoing basis. Collection of more formalised feedback could be increased, including AQ and other areas of Academic Registry. A Course Enhancement Procedure alternative to Periodic Review will be considered during 2019/20. Delayed until end of 2021/22 due to COVID-19.
II. Move processes on-line where this will improve their effectiveness	Progress online 'module management' and 'annual quality monitoring' systems as part of PSD Operational Plan (Academic Registry)		Academic Quality Manager	RVC Surveys are conducted online (since 2012/13). External Examiner reports are submitted online (since 2013/14).

Strategic Actions	Activity for 2019-2020		Responsibility/Status	Update on Progress
(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).	project: to investigate software solutions to manage Academic Quality processes online, with an expected completion date of Sept 2022.			The Collaborative Programmes Officer has created forms for Course Design and Approval and these are being shared online for completion (via SharePoint). Summer 2020 project to conducting scoping exercise delayed due to COVID-19.
III. Ensure that AQA&E Procedures are easy	Create bitesize summaries of the AQA&E Procedures for:		Collaborative Programmes Officers	This is in progress. Design and Approval of Courses and Collaborative Provision procedures are currently under wider

Strategic Actions	Activity for 2019-2020		Responsibility/Status	Update on Progress
to find and understand.	• The Design and Approval of Courses • Collaborative Provision Create bitesize (visual) summaries of the AQA&E Procedures for: • Module/Strand Surveys • Module/Strand Review • Annual Quality Improvement Reports • Periodic Review • Validation • Academic Committees		Academic Quality Manager and Academic Quality Officer (Student Engagement)	review and this development work will include creation of bitesize summaries. Procedures for franchising of RVC programmes of study are being developed in Autumn term 2020/21. In addition, work is ongoing (between AQ and other teams) to develop stand-alone procedures for the development, approval and management of Study Abroad activities. It is envisaged that the Design and Approval of Courses procedure and the Collaborative Provision procedure both become a series of separate but interlinked documents/web pages which are focussed on approval and management (as applicable) of different types of learning opportunities and collaborative arrangements (e.g. Design, approval and management of Joint degrees / Developing and managing franchising arrangements for existing programmes / Developing a new BSc award / Developing and managing a new collaborative placement opportunity) and so greatly increasing accessibility / usability.
IV. Report findings from student surveys in an	Review the current use of 'survey dashboards' and extend to all survey		Academic Quality Officer (Student Engagement)	COMPLETED: Survey dashboards were developed and completed for all relevant

Strategic Actions	Activity for 2019-2020		Responsibility/Status	Update on Progress
easily accessible format, which enables identification of positive feedback; key areas for improvement and longitudinal analysis where relevant.	results reporting during Autumn 2016 where appropriate.			student survey results of 2015/16 including National student survey, RVC Satisfaction survey, RVC Graduate survey. [Academic Quality Officer (Student Engagement), 02.11.16]
V. Reduce academic committee overload for staff and students.	Review the Academic Committee structure.		Academic Quality Officer (Student Engagement) and the Academic Quality Manager	The Academic Committee Structure was revised and rolled-out for the 2016/17 academic year. It is timely to review the effectiveness of the revised structure and this will be conducted alongside exercises to map RVC practice against the revised Quality Code for Higher Education, during 2019/20. Delayed due to COVID-19
VI. 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 Actions	Activity for 2019-2020		Responsibility/Status	Update on Progress
				Academic Registrar and College Secretary are considering running a session on 'Chairing meetings' date tbc [15.11.19]

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
I. 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 (e.g. TQC sub-groups for considering AQIRs/survey results/external examiner reports).	Academic Quality Manager, the Academic Quality Officers and Academic Quality and Academic Quality Administrator.	Completed

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	Monitoring 2019/20	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)	97% (58/60)	100%
2. 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)	20% (12/60)	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)	72% and 1:1 sessions to be conducted with those who could not attend (43/60)	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)	TBC sessions to be held on 14/11/2020	50%

4. 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)	TBC with the SU [Maxine Bailey, 02.11.2020]	TBC with SU [Maxine Bailey, 02.11.2020]	25%
5. 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%	Data not collected	74% - 14 out of 19 CMC meetings	To be confirmed through checking CMC minutes [Maxine Bailey, 02.11.2020]	75%
6a. Response rates to student evaluation surveys: **RVC Module/Termly 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 – 49% Full survey – 47%	Overall satisfaction - 52% Full survey – 49%	overall satisfaction - 80% full survey – 70%
6b. Response rates for student evaluation surveys:	overall satisfaction - 86%	overall satisfaction - 73%	Overall satisfaction – 68%	Overall satisfaction – 69%	Overall satisfaction – 28%	Overall satisfaction – 37%		overall satisfaction - 80%

RVC Staff Teaching Surveys (% of surveys which met response rate threshold of 25%)	full survey - 60%	full survey - 52%	Full survey – 62%	Full survey – 62%	Full survey – 26%	Full survey – 35%	Overall satisfaction – 46% Full survey – 46%	full survey – 70%
7. 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	20% - 1 out of 5 surveys above threshold, as % of those RVC Alumni had permission to contact	20% - 1 out of 5 surveys	80%
8a. Response rates for national student surveys: **National Student Survey**	89%	84%	87%	83%	89%	90%	76%	*90%*
8b. Response rates for national student surveys: **Postgraduate Taught Experience Survey**	43%	41%	54%	28%	48%	41%	10%	60%
8c. Response rates for national student surveys: Postgraduate Research Experience Survey	79% (2012/13) (biennial survey)	69%	n/a – biennial	61%	n/a – biennial	38% PRES conducted annually from here on.	21%	80%

Quality Management Processes	Baseline 2013/14	Monitoring 2014/15	Monitoring 2015/16	Monitoring 2016/17	Monitoring 2017/18	Monitoring 2018/19	Monitoring 2019/20	Target 2020/21
9.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	External Examiners Reports = 100% Not calculated for Annual Quality Improvement Reports	External Examiners Reports = 100%	100%
10.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 = 100% Not calculated for Strand Reviews, Module Reviews and AQI Reports	External Examiners Reports = Not available yet Strand Reviews, Module Reviews and AQI Reports= Not available yet	External Examiner Reports = 90% Strand/Module/Elective reviews = 90% AQI Reports = 90%
11.Number of outstanding External Examiner nominations	2% (1/49)	13% (6/45)	18% 8/45	8% 4/48	40%	4% 2/52	0%	0%

at end of October								
12.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	Currently we hold full recognition or accreditation from RCVS, AVBC and AVMA and conditional from EAEVE FdSc VN = tbc January 2020	Currently we hold full recognition or accreditation from RCVS, AVBC and AVMA and conditional from EAEVE FdSc VN = RCVS BSc/MSci Suite of Courses = Not available yet	All courses have full appropriate accreditation
13.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 for one judgement - Feb 2015	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)	At least one Commended (achieved – QAA HER Feb 2015)	At least one Commended
14.Memoranda of Agreement in place for all	100%	100%	71% (5/7) Agreements with ZSL and Bell	40% (2/5) * Agreements with Endell	17% (1/6) * The following agreements and	20% (1/5) * The following agreements and	36% (5/14) * Fourteen separate	100%

collaborative provision				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.	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.	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 accumula	extensions to agreement signed for activities commencing in AY2018/19. • King's College London (credit accumulation and transfer) • Vet Learning Organisation CIC • Wood Green Godmanchester (tracking Rotation) Of the above, one (Wood Green Godmanchester) was signed ahead of commencement of teaching.	contractual agreements and/or letters of extension were required for collaborative activities either commencing in 2019/20, or subject to a contract that expired and required renewal in 2019/20. Five of these were delivered ahead of activities commencing or prior to existing contract expiry. Of the nine that were not delivered on time, two were delivered within a month of the expected date and a further three within 10	

					tion 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.	The following MoAs for activities commencing in 2018/19 remain in development: • RSPCA Harmsworth • RSPCA Finsbury Park/Enfield * new or replacement agreements for activities commencing in academic year 2018/19.	weeks of the expected date. * new or replacement agreements for activities commencing in academic year 2019/20	

Closing the Loop	Baseline 2013/14	Monitoring 2014/15	Monitoring 2015/16	Monitoring 2016/17	Monitoring 2017/18	Monitoring 2018/19	Monitoring 2019/20	Target 2020/21
15.Number of 'You Said…We Did…' entries	18	16	10	6	10	5	10	25
16. Percentage of RVC Module/Strand/Termly 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)	Undergraduate - 0% (0/5) Postgraduate 40% (4/10)	TBC	0%
17a. 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%	86%	88%	90%
17b. 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%	89%	88%	85%
17c. 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	83%	70%	85%

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