Learning, Teaching and Assessment Strategy agenda for implementation – 2014-2019

Aims	Methods/activities	Proposed Actions	Time frame and responsible AD or VP
A. To maximise the quality of learning, based on sound pedagogical principles, promoting independent learning and logical reasoning skills	• Provide learning and teaching focused on allowing individuals to fulfill their potential • Ensure learning occurs in an evidence based scientific context and is integrated across disciplines • Provide programmes where opportunities exist for significant choice and flexibility (within the limits of the degree's outcome requirements) • Provide programmes with opportunities for increased depth (upto FHEQ level 7) of study in selected topics • Develop pathways to allow flexible entry to and exit from all taught programmes	1. Development of foundation year course	Prepared for 2017 entry AD Undergraduate (with RVC Access team)
		2. Enhancement of status of exit degree with clear skills building strategies for employment	By end of academic year 2015-2016 AD Undergraduate
		3. Explore what students perceive to be current barriers to flexible learning and what types of flexible learning students would like to undertake	By end of academic year 2015-2016 AD Undergraduate for UG degrees, AD Postgraduate for PG degrees
		4. Modularize and credit rate all courses where this is possible and appropriate. Design or redesign courses so that they interdigitate more readily with academic cycles of programs into which students might wish to intercalate	By Autumn 2016 Course directors in consultation with AD Undergraduate for UG degrees, AD postgraduate for PG degrees
		5. Provide the back office business and IT systems (timetabling, records, student portal provision, fee payment methods) fundamental to enable this form of academic provision	Ongoing VPLSE

		6. To provide resilient budgeting approaches to deal with the higher variances arising from this approach	Ongoing VPLSE

B. To ensure that all graduates have the opportunity to acquire a range of both discipline-specific and generic skills that enhance their employability	• Provide greater flexibility within our taught programmes to ensure development of a wide range of competencies within any particular degree programme • Increase and support opportunities for work-based placements and enhance synergies between the College and relevant SMEs as well as larger businesses • Modify and develop programmes based on evidence of need from stakeholders	1. To develop an ePortfolio system that outlines relevant skills and permits students to track their progress towards acquisition of and confidence in appropriate skills	For BVetMed this can be achieved through further development of the Day 1 Skills log. A modification of this system can be introduced for BSc and MSc courses that will include logging of generic and specific skills Embedded for BVetMed by the end of academic year 2015-2016. Embedded in other degree programmes over the following two years AD Undergraduate, AD Postgraduate and AD Student Experience
		2. To establish a network of placement providers and an associated curated database of work-experience placements, with student feedback	Database to be initiated by end of academic year 2014-2015. Maintenance of network will be ongoing Placement providers may be course specific. This can be done by course directors in conjunction with appropriate AD
		3. To embed RVC Careers activities within each course, and ensure access to these for DL students through RVC Learn	Ongoing RVC Careers service through course directors assisted by appropriate AD
		4. Develop a network of stakeholders to allow better feedback on changes in skills requirements over time	Database of stakeholders to be initiated by end of academic year 2014-2015. Maintenance of network will be ongoing Some stakeholders and skills requirements may be course specific

			This can be done by course directors in conjunction with appropriate AD

C. To continue to develop all aspects of the learning environment to meet the needs of a diverse student body and thus both promote equality of opportunity and maximise students' ability to achieve their potential	• To actively encourage diversity and to continue to ensure that we are welcoming to students from a range of academic and socio-economic backgrounds • Provide greater flexibility within our taught programmes to ensure development of a wide range of competencies within any particular degree programme • Review and where appropriate modify levels of student effort hours to optimise student engagement and overall experience. • Ensure there is an integrated, balanced and _gradual_ progression to the independent learning environment essential for learning at an appropriate level. • Review existing guidelines and if necessary develop new guidelines to ensure there is effective support for student learning during their adaptation to the independent learning	1. Raising awareness of RVC courses to potential students from less traditional backgrounds to increase the diversity of our student cohorts	Ongoing RVC Access and WP with AD undergraduate
		2. Ensure ongoing development of the tutorial system increasing the emphasis on the role of the tutor-tutee relationship in developing student engagement and learning	Ongoing All ADs
		3. Development of methodologies to more accurately assess the potential abilities of students from a range of traditional and non-traditional backgrounds and apply this data to rationalize entry requirements and filtering processes for selecting courses	In time for application cycle of 2016-2017 academic year RVC Access with AD Undergraduate
		4. To undertake strategic review of all courses with both the academic and the stakeholder views represented, to achieve balanced effort, gradual progression to the independent learning environment and allowing for flexible exiting from taught programmes	Work to be phased with time lines for completion with the first being February 2016 and subsequent milestones being August of 2016 through August of 2019 AD Undergraduate and AD Postgraduate

| | environment
• Develop pathways to allow flexible entry and exit from all taught programmes | 5. To instigate a student development committee to guide strategy and implementation of all aspects of student development and experience | Academic year 2014-2015

AD Student Experience |

D. To continue to develop the use of technology-enhanced learning wherever appropriate	• Progress and embed the use of appropriate technology in our curricula and optimise blended-learning activities • Facilitate the use of digital learning devices with various common platforms and learning environments for all students • Develop the campus environments to enhance increased flexibility of learning generally and the increased use of digital learning devices specifically	1. To migrate towards digital delivery of course material, and establish a monitoring system of its effectiveness	By end of academic year 2017-2018 AD Under graduate, AD Postgraduate and AD Student Experience in conjunction with e-media and LITS
		2. To provide appropriate staff training opportunities, including opportunities for joint staff/student development sessions	Ongoing AD Student Experience in conjunction with HR and Student Development Committee
		3. To provide a clear indication to students of the resources recommended by the college and help them navigate through the mass of available material by encouraging a critical attitude towards the quality of resources accessed	Ongoing Course directors through the appropriate AD
		4. Encourage student involvement in the development and dissemination of novel technology-enhanced learning resources	Ongoing AD Student Experience in conjunction with e-media

E. To further develop assessment strategies that demonstrably reward the achievement of the desired learning outcomes and are both valid and reliable	• Harmonise, both qualitatively and quantitatively, our assessment processes on the basis of student effort hours • Establish assessment processes which reward deep learning and encourage student engagement • Establish assessment processes as well as being valid and reliable are relevant, efficient and sustainable. • Encourage students to view assessment as part of the learning process by provision of timely, targeted and meaningful feedback on assessment; encourage assessment for learning as well as assessment of learning.	1. To use joint staff /student development and training to engage all stakeholders	Ongoing AD Student Experience in conjunction with HR and Student Development Committee
		2. To undertake a substantial review of assessment processes to ensure harmonisation of effort, 'value for impact' on learning and securing standards and so critically evaluate overall cost implications	By end of academic year 2015-2016 AD Undergraduate and AD Postgraduate working with the Director of Assessment and course directors
		3. To ensure the scalability and suitability of assessment practices for a modular system	By end of academic year 2015-2016 AD Undergraduate and AD Postgraduate working with the Director of Assessment and course directors
		4. Review mechanisms to ensure delivery of timely, targeted and meaningful feedback	Ongoing Undergraduate and Postgraduate ADs working with Director of Academic Staff Development, Learning Development Manager and Director of Assessment

F. To ensure all develop the necessary knowledge, skills attitudes and support to implement the LTA strategy	• Develop in our staff an increased awareness of the varied needs and priorities required for effective learning • Provide targeted staff development programmes themed around specific aspects of the LTA strategy including addressing identified needs of our students for effective learning and developing the skills in our staff to enable them to deliver these learning opportunities • Embed a culture and ethos of developing student engagement in both their curricula and the College generally	1. Provide focused educational programmes for all staff involved in teaching on providing and delivering feedback on all courses and at all levels of courses	Ongoing HR in collaboration with Undergraduate and Postgraduate ADs
		2. Provide educational programmes for all staff involved in teaching to improve their qualities as tutors	Ongoing HR in collaboration with AD student experience
		3. To use the RVC Charter as a vehicle for relevant discussion and development	Ongoing AD student experience