The University of Edinburgh

Postgraduate Programme Review
Royal (Dick) School of Veterinary Studies
15th and 16th March 2016

A. Introduction

1. The Postgraduate Programme Review (PPR) of Postgraduate Taught Programmes in Veterinary Medicine at the Royal (Dick) School of Veterinary Studies, University of Edinburgh is part of the University's Quality Assurance procedures, and is complemented by the Senatus and College Quality Assurance Committees' monitoring and reporting, and by the External Examiner system.

2. Scope of this review

Range of provision considered by the review:

On-campus programmes:
  Animal Biosciences (MSc)
  Applied Animal Behaviour and Animal Welfare (MSc)

  Online Distance Learning Programmes:
  Conservation Medicine (MVetSci)
  Equine Science (MSc)
  International Animal Welfare, Ethics & Law (MSc)
  One Health (MSc)

The PPR consisted of

- The University's standard remit for internal review
  http://www.ed.ac.uk/files/atoms/files//universitystandardremit201516.pdf

- The subject specific remit for the review, consisting of the following items:

  Item 1. ODL student engagement: consider the ODL sense of community and support available and look at how they can ensure the best experience for students.

  Item 2. Communication: encouraging dialogue between students on the two on-campus programmes (Applied Animal Behaviour & Welfare and Animal Biosciences) and ensure that they feel part of the wider R(D)SVS community.

- The analytical report prepared by Royal (Dick) School of Veterinary Studies and additional material provided in advance of the review *(additional material listed in Appendix 1)*

- The visit by the Review Team to the Royal (Dick) School of Veterinary Studies, including consideration of further material *(listed in Appendix 1)*

- The PPR produced by the Review Team

- Following the review, action by the subject area/school and others to whom recommendations were remitted

Membership of Review Team

Dr Peter Moles, Convener
Dr Javier Escudero, Internal member
Dr Mandy Nevel, External member
Dr Ros Carslake, External member
Miss Saskia Millmann, Student member
Mrs Nicola Crowley, Administrator

3. Situate subject area/School within its College

The Royal (Dick) School of Veterinary Studies (R(D)SVS) is one of two schools with the College of Medicine and Veterinary Medicine. It is a world leader in veterinary education, research, and clinical practice, at both undergraduate and postgraduate level. In the most recent Research Excellence Framework, the school was ranked number one in the UK. The School uses strengths in research to underpin and inform teaching and fosters the College ethos of "every student is a researcher, and every researcher is a teacher"

The School has approximately 780 undergraduate students, 207 Postgraduate Research Students and 45 on-campus taught postgraduate students and around 270 Online Distance Learning taught postgraduate students. There are around 126 academic members of staff and 213 support staff members across the R(D)SVS.

4. Physical location and summary of facilities

In 2011, all activities previously carried out at the Summerhall Campus in Edinburgh and at the old Roslin Institute building in Roslin were relocated onto a single site at the Easter Bush Campus. The Easter Bush Campus now accommodates the Veterinary Teaching building which provides the majority of the formal teaching facilities, student support facilities and administration offices, mainly supporting the undergraduate provision. There is large atrium, a cafeteria, two large lecture theatres each with a capacity of 202, two digital group teaching suites each capable of seating 48 students in groups with access to computers, a 100 seat seminar room, an anatomy dissection room, a post mortem room with a bio-secure viewing gallery and associated diagnostic laboratories, a multi-head microscope teaching room, two large teaching laboratories. There is a large library with capacity for 95 study places and six open access computers. The building also houses a gym.

The Roslin Institute building houses the majority of the R(D)SVS research staff. This building provides office and laboratory accommodation for over 500 staff. There is a cafeteria, a 300 seat auditorium, seminar rooms, and a range of research facilities. This is home to the MSc in Animal Biosciences.

The Hospital for Small Animals (HfSA) is adjacent to the Teaching building and also accommodates the teaching space for the Applied Animal Behaviour and Animal Welfare MSc students.

The School also manages a 250 hectare livestock farm in the land that surrounds the Campus called Langhill Farm.

5. Date of previous review

The previous review was conducted on 6th and 7th May 2010.

6. Analytical report

The analytic report was prepared by Prof Anna Meredith, the Director of PGT Programmes and Programme Director for MVetSci Conservation Medicine and Ms Susan Orr, Deputy Manager Veterinary Teaching Organisation.

The report was disseminated in draft form to programme staff for comment in January 2016. Student input was sought by means of a number of targeted surveys asking for feedback on

areas such as induction, the Personal Tutor scheme and other support mechanisms, feedback and assessment and the student community. All comments received were presented and addressed within the report. The final report was received by the School PGT Committee in January 2016.

B. Main Report
 1. Strategic approach to enhancing learning and teaching:

1.1. The R(D)SVS offers two on campus taught masters degrees: Animal Biosciences and Applied Animal Behaviour and Animal Welfare, the latter of which can be studied part-time if required. The four ODL programmes are offered on an Intermittent Study basis, which allows students to extend the time taken to complete each stage of the award (up to two years for the PG Certificate, up to four years for the PG Diploma and up to six years for the MSc/ MVetSci). For students who are working professionals this is an added advantage as it allows them a greater degree of flexibility to fit their study around work, family and/or financial restrictions.

1.2. The Review Team heard that the School aims to provide high quality programmes to meet the needs of the profession and produce graduates who will contribute to animal science worldwide. The School's Strategic Plan for 2015-18 highlights the aim to grow the portfolio of taught masters' programmes and Continuing Professional Development (CPD) activity and increase the number of PGT students for on campus and ODL courses. This is in line with the College's strategic plan.

1.3. The School has received University support and approval to develop a new Edinburgh Global Academy of Agriculture and Food Security and the process of appointing a Director is underway. The intention is to collaborate with partner organisations and create the potential for cross-University collaborations with the School of Biology, School of Social and Political Science, School of Geosciences and Business School.

1.4. The R(D)SVS are expanding their profile internationally. Their Massive Open Online Courses have been successful and have raised the profile of the School and have promoted courses at UG and PG level. When the Review Team spoke to the on-campus students, two students confirmed that they had joined the MSc in Animal Welfare after completing a MOOC.

1.5. The School has supported the development of e-media with the creation of the Digital Learning Unit which includes two full-time e-learning developers dedicated to supporting PGT and in particular the ODL programmes. The team support staff by producing material, addressing accessibility needs, copyright issues, helping with the virtual learning platform, supporting accessing information, providing direct course relating technical assistance and monitoring discussions boards. The Digital Education Unit recommend best practice and provide advice on technical aspects (e.g. recording onto PowerPoint). They are also aware of university developments (such as, Learn, Media Hopper, Talis Aspire) and can highlight useful online teaching methods. They also take part in the Staff Student Liaison Committee meetings and can comment on any questions related to technology or access issues.

 2. Enhancing learning and teaching and the student experience

 2.1 Supporting Students in their Learning

2.1.1. The Review Team met with a number of Postgraduate Taught students, covering the on-campus and ODL programmes. The students said that they had chosen the R(D)SVS due to its reputation and the unique programmes on offer. They all agreed that the information on the courses available online was sufficient in order to make a good decision and that the application process was efficient and that the university was fast to answer queries and provided good general support. The international students mentioned that frequently asked questions would be helpful, highlighting possibly difficulties around acquiring visas and housing in Edinburgh.

2.1.2. The Review Team heard that at the start of the programmes, students are given access to two online LEARN courses, Welcome to Online Post Graduate Study at the Dick Vet (specifically for ODL students) and Academic Study Skills for Post Graduate Taught Students (for all PGT students). These courses aim to provide additional support for the transition into studying at PG level or undertaking online studies. They were developed and are maintained by the Digital Education Unit, in liaison with programme teams.

2.1.3. In order to support the School's vision of engaging all students in e-media, the Digital Education Unit was awarded funding from the Higher Education Academy to build a Transitions Hub, to help on-programme students and unconditional offer holders by providing a virtual space in which to access tools to help with their transition into and throughout their studies. This is an ease authenticated WordPress based social network which brings staff, unconditional offer holders, students and alumni together via discussions boards and blogs which is maintained by Information Services (IS) and held on the University's server. Supporting materials available in the Hub are provided by the Institute for Academic Development (IAD) and Careers Services, and highlight information on careers, further study and scholarship and funding opportunities.

2.1.4. The Hub is currently being piloted by the One Health MSc students who spoke highly of the system and the other online students were keen to be involved. The Review Team **commend** the Transitions Hub as a way of bringing students into their study time at Edinburgh and building alumni relationships and networking opportunities.

2.1.5. The international students mentioned that they can struggle at times with the language and the differences in cultural application of teaching and learning methods. The Review Team discussed the difference in cultures with particular reference to plagiarism. Although there is evidence that the students are provided with information about plagiarism in the programme information and the University regulations on academic misconduct, the Review Team would **recommend** that Students coming on programme have compulsory active plagiarism training e.g. Quiz, and that all submitted work at the point of submission includes self-certification of originality.

2.1.6. The Review Team would suggest that the school considers sending international students further information in advance on plagiarism, writing styles and techniques of essay and long answer writing, providing exemplars and to send information on the marking scheme.

2.1.7. The School asked the Review Team to consider the adaptation of the Personal Tutor (PT) scheme originally intended for undergraduate students being implementing at Postgraduate level. The University requirement is to hold at least three meetings per year. Attendance at these meetings is not mandatory. In light of the academic and pastoral support available to their students, the team find the number of meeting per year restrictive. There is a good support network in place at the School which includes the Director of Student Affairs, Senior Tutor and Support Officer. Programme Administrators also act as

Student Support Officers and first-line points of contact for students, referring them on via the appropriate academic or welfare channel.

2.1.8. ODL students are encouraged to speak to their Personal Tutor for advice on academic guidance and pastoral matters, either by telephone, email, live internet call or web-conferencing and to use the discussions boards for course related questions, enabling other students to see what is being asked and encouraging peer support.

2.1.9. Although the team were concerned over the implementation of the PT scheme, students spoke highly of the support they receive. This is also supported by the Key Performance Indicator which shows that the scheme is meeting the 80% student satisfaction rates as evidenced from ESES, NSS and PTES. However, the students did not necessary agree that the prescribed number of meetings had to be determined as there was strong support available across the School. The Review Team **commend** the Personal Tutor system which is well received by both online and on campus students.

2.1.10. The Review Team were encouraged that the PGT team were aware of the significant issue of mental health within the veterinary profession. The team are responsive to students showing signs of distress or mental ill-health and understood the support networks available to both staff and students. If any issues arise relating to course work, extra guidance is given and reasonable adjustments are made, but beyond that all students will be referred to the University Counselling Service or the Advice Place. Students can also access 'Big White Hall' which is a safe online space where students can share thoughts, worries and experiences with complete anonymity.

2.1.11. It was noted that not all members of staff, particularly the external staff members, were aware of the university guidance and basic training available to them, such as helping with distressed students, guidance on dealing with challenging or disruptive behaviour, or the Code of Practice on Student Mental Health.

2.2 Student Engagement

2.2.1 The School is confident that there is a strong community and student voice which has grown on-campus, however the challenge is to provide the Edinburgh experience to ODL students. The Review Team discussed this with both on-campus and ODL students who all confirmed that they did feel part of the R(D)SVS and the wider University community and were very happy with the experience provided. The only mention of separation was between the postgraduates and undergraduates.

2.2.2 This sense of postgraduate community was enhanced by the use multi-media on the Learn VLE. The Review Team **commend** the use of short video clips by students at the start of courses which has helped to create a sense of community. This not only enhances the student experience but it also allows the team to assess the students' abilities on the use of PowerPoint, communication skills, and identify the student's level of presentation skills.

2.2.3 The ODL programmes make extensive use of technological facilities such as Skype chat, Collaborate, Twitter, Second Life, LEARN, Facebook and LinkedIn. The team support the learning of their students through blogs, online discussion boards, group work spaces, interactive tutorials, case studies, self-test multiple choice questions (MCQs), and access to written, video or audio resources. The Review Team **commend** the excellent technical support for ODL.

2.2.4   The Review Team heard the students are encouraged to utilise the library's online resources, which is evidenced through the use of Talis Aspire which provides an open-access list both for current students and offer holders. This provides a useful method for providing direct access to e-resources via the University library, and allows the programme team to highlight essential and further reading, and add guidance notes for students to direct reading. The Review Team **commend** the use of Talis Aspire as a resource for all students.

2.2.5   The staff and students both commented on the usefulness of the Staff Student Liaison (SSL) meetings and that the feedback from these meetings are used to inform change. The SSL for the ODL programmes work well using Skype chat so that there is a written transcript of the meeting, helping to facilitate the difference time zones. The Review Team heard that changes to the courses are made based on the feedback from students, however there is currently no way of connecting the changes made between each year, such as the undergraduate campaign: you said—we did.

2.2.6   The Review Team **commend** the careers day which also includes alumni.

2.3   Approach to promoting an accessible and inclusive learning environment for all students

2.3.1   The Review Team were impressed by the level of academic attainment of the applicants, reflecting the School's aims to recruit the very best students globally and promote diversity through the schools widening participation strategy. This was evidenced in the outcomes of award. The Programme Directors confirmed that students, who were struggling to achieve the appropriate level for masters, would exit with a Diploma, although this was rare.

2.3.2   The School offers a number of scholarships and bursaries, allowing students from a variety of backgrounds to study on the programmes. These include the Edinburgh Global Health Academy Distance Learning Scholarship and the Edinburgh Global Online Distance Learning Scholarship. Students on the Conservation Medicine and One Health programmes have also been awarded the Commonwealth Scholarships, via the Global Health Academy allocation.

2.3.3   The School has developed ways of ensuring that students can access information, particularly if from parts of the world with limited internet access using Learn, which allows students to access course content without additional software. Students can switch to audio only or download content and read it offline. The team confirmed that the University's data analytics project would be beneficial to them in highlighting areas of student's online activity and help monitor student engagement.

2.3.4   The Review Team were asked to consider the ODL sense of community and support available. It was apparent that Programme Coordinators and Course Directors are dedicated members of staff who will work out of hours communicating the ODL students, ensuring that there is a staff presence online, not only as a specialist in their field, but who also acts as a connection to the School and a representative of the University community.

2.3.5   The ODL students were supportive of the Cafe discussion boards, an informal online space for students which encourages learning from each other. The online café was developed for students to chat informally, across all years of the programme. The PGT are planning on rolling this would to all programmes and the Review Team **commend** the expansion of the use of the online Café to other programmes.

2.3.6   The Review Team **recommended** that the Digital Education Unit consider how Learn could be more personalised for Online Distance Learning students, with particular emphasis on the home page. Although the students were satisfied with the online resources, there was interest in being able to personalise the front pages of Learn, so that certain links could be accessed more easily, such as the Library or a favourite group discussion board or Facebook page. The team agreed that this would be a valuable addition however due to the software packages, the options to personalise these pages is limited.

2.3.7   Students from the online One Health and Conservation Medicine programmes were also invited to a Global Health Academy Summer School in Rwanda for the first time in 2015. The Review Team suggests that the School continue offering these face to face options for ODL students and to consider ways of widening this to students on the other ODL programmes. The Review Team **commend** the summer school programme, including the availability of travel scholarships.

2.4   Learning and Teaching

2.4.1   It was apparent that the teaching is underpinned by research, with strong research themes and advanced clinical practice embedded into the programmes. The Review Team heard that the creation of the MSc in Animal Biosciences came about when the PGT team identified perceived gaps in the training of students to undertake basic research using animals and animal modelling and ethical reviews. The Biosciences degree gives a broader understanding on how to carry out research in a practical hands-on manner, although it is limited by resources. The Review Team **commend** the excellence of integration of cutting edge research into teaching.

2.4.2   The Review Team heard that the School has created a new residential elective course in collaboration with the Institute of Zoology (London) and Wildlife Institute of India, delivered in India. A number of the ODL students confirmed that this was a beneficial course and provided an opportunity to meet staff and other students. The School awards two grants, using endowments funds, to help students fund their travel to the elective in India.

2.4.3   The School has appointed an MSc Taught Programmes Teaching Fellow to support students through their project design and statistical analysis, created in response to a recognised need for specific support in this area. This post ensures that there is no duplication of efforts and staff are able to use teaching material available and created by staff across the R(D)SVS.

2.4.4   The PGT team have exciting plans for growth and they are preparing to offer four new ODL programmes due to launch in September 2016. All new programmes are devised using robust business plans and developments are made with strong market research, identifying gaps in the market that reflect staff expertise. It was noted that there is some content and thematic overlap with the current International Animal Welfare, Ethics & Law programme, which allows resources to be shared between the two programmes.

2.4.5   Some staff and students commented on cohort size and the impact an increase in student numbers has had on external placements, market visits and group discussions. The students felt that the School was not addressing what was being lost by the expansion.

2.5   Assessment and Feedback

2.5.1   The Review Team **commends** the use of innovative assessment methods utilised across all programmes. Students are assessed in a range of ways, from examinations, oral and poster presentations to essays, editorials and clinical essays and by using variety of methods, from blogs, submitting audio files with a podcast using Collaborate, presenting a piece of work to other students for peer assessment and commenting on abstracts. By using Collaborate, the programme teams can use a flipped classroom approach or short introductions on problems for discussion. ODL students will give an online presentation. They are able to see each other's presentations if the student presenting agrees. These are recorded for External Examiners. The Review Team **commend** the usage of Collaborate for the recording of assessments.

2.5.2   The students involved in the review requested more constructive feedback and feed forward, with comments on assignments and to see examples on what is expected of them in the form of best case answers or exemplars. There was also an issue of feedback not being provided in time of the next summative assignment.

2.5.3   The Review Team were concerned over the timeliness of feedback to students. Although the programmes have different methods of providing feedback, compliance with Taught Assessment Regulation 15 on the return of feedback within 15 working days averages around 50% of all summative and formative assessment over each semester, despite small cohort numbers. The main issues preventing compliance appeared to be based around the use of external assessors whose priority was research or clinical work. There was also a suggestion that some deadlines are too close together so some staff were finding it difficult to meet the requirement.

2.5.4   The students would like to see consistency in the number of assignments across modules. Concern over the length and weighting of assignments and marker time was also evidenced in the External Examiner reports. The Review Team **recommend** that the School ensure that the quantity and types of assessments are appropriate for the individual programmes and have some equity across the programmes.

2.5.5   The Review Team suggests that a formal training would be appropriate for both internal and external tutors and assessors. This could be delivered online. This would help to improve consistency and highlight a minimal service level for quality feedback. The Review Team **recommend** that the School considers providing Staff training on quality feedback and feed forward and the management of units of assessment so that they meet the turnaround time as specified by the university, including managing student expectations on feedback.

2.6   Supporting and developing staff

2.6.1   The Review Team noted that there was a 92% female cohort which reflected the veterinary profession but that staff appointments within the School were male dominated, however the Head of School was confident that that male to female ratio would be reflect in the recruitment of academic staff in the future.

2.6.2   The Review Team agreed that the R(D)SVS has managed to utilise the full potential of their staff and foster a climate where teaching is highly valued, making it a stimulating and successful place to work. The Review Team were impressed with the level of dedication from the PGT team. The team agreed that an enthusiastic PG Director has had a significant impact on the student

experience. The Review Team **commends** the excellent leadership by Prof Anna Meredith and the cohesive and happy team that she has established.

2.6.3   The School have embedded PG teaching as a fundamental role within the School. This has been achieved by using School meetings to highlight expectations of staff and successfully introducing a workload model. Overloaded staff can reduce work load or can highlight opportunities. This helps the School to position staff accordingly. The Review Team **commends** the approach of the introduction and utilisation of the work load model as a way of planning staff resources for the future. It was noted that the model is not used for audit purposes but is used as a plan to make sure staff have enough resource and support. Line Managers promote workload model as a planning tool during the appraisal process and is used as a means to identify room to take on other roles.

2.6.4   The Review Team note that the School actively promote staff gaining teaching qualifications (PGcert) and/or Fellowship of the Higher Education Academy.

2.6.5   The School recruits and trains a small number of PhD students to offer an extra level of peer support to new and existing students on their programmes. These students provide a range of academic skills guidance and general advice and support to their peers, allowing PhD students to develop teaching skills.

2.6.6   The School uses the educational expertise of external tutors in order to enrich the courses. This also helps to grow collaborations with other institutions and they believe this enhances the student experience. It has also created the potential for research and has led to UG collaborations and provided opportunities for collaborative dissertation projects and placements.

2.6.7   The Review Team **commends** the recruitment and approval process of external supervisors. The appointment of external supervisors follows a robust review process by the School's Assessment Panel. If there are any concerns with the nomination, the Panel may suggest that the local supervisor co-supervises to gain the experience needed for supervising in the future. A member of the programme team would also supervise more challenging projects due to their expertise in supervision.

2.6.8   External Supervisors are sent clear guidance and in some programmes, information showing the distribution of marks curve over last 9-10 years. All supervisors are provided with dissertation guidance and a description of supervisor role, which is available on Learn for the students to view.

2.6.9   External staff are integrated into the programme team. They are made aware of University regulations, invited to attend teaching committee meetings and Staff Student Liaison meetings and are involved in all programme governance. The Review Team would suggest that the School put formal arrangements in place for communicating course feedback and programme developments to external members of staff.

3.   Academic Standards

3.1   All individual course learning outcomes were revised in line with the Course Creation, Approval and Maintenance (CCAM) policy in March 2015 and are consistent with study at SCQF Level 11 (PG).

3.2   It was evident that strong QA processes are in place to validate new programmes, however this process covers new programmes only and not individual courses. The course content is reviewed by External Examiners and

comments are received at the Board of Examiners, however there does not appear to be a formal process for reviewing course content for PGT on a regular basis. The Review Team **recommends** that the School consider how the content of courses is reviewed and altered to reflect changes and advances within the subject areas.

3.3 The Review Team suggests that the Head of School ensure that the University regulations are adhered to when appointing Conveners of Board of Examiners, particularly when a Course Organiser is appointed, ensuring that the role is delegated to another member of the Board for discussion of that course.

3.4 The Programme Directors provide external markers with clear guidance on the University's common marking scheme and the course descriptors, however the Review Team suggests that the School considers implementing a formal moderation process across the board with clear guidance for staff.

4. Collaborative activity

4.1 The School has worked in partnership with Scotland's Rural College (SRUC) for many years. The Applied Animal Behaviour & Welfare, International Animal Welfare, Ethics & Law and the forthcoming MSc Disease in Livestock Ecosystems; Dynamics and Control programmes combine experience and respective expertise of both institutions ensuring that students have access to world leading staff and well-equipped research facilities across the full range of earth and agricultural sciences.

4.2 In the recent REF 2014, agricultural and veterinary research at the University of Edinburgh and Scotland's Rural College (SRUC) has been ranked as most powerful in the UK in the Research Excellence Framework (REF). The success of the research impacts positively on the teaching, ensuring students who study at the R(D)SVS are doing so in an atmosphere of world class research and benefiting from being taught by staff whose research is so highly ranked.

5. Self-evaluation overview

5.1 The Review Team were satisfied that the School had taken action to meet the recommendations made in 2009 and were impressed with the PGT provision's growth.

5.2 The Review Team was impressed by the cohesiveness of team working in the PGT team and particularly with the technical support provided for Online Distance Learning. Particularly impressive was the working relationship with course directors and module leaders from SRUC.

5.3 The implementation and use of the workload model in the school has clearly been successful and this could be used an example of best practice to other Schools and Colleges within the University.

5.4 The Review Team agreed that the range of assessment and teaching delivery methods utilised within the programmes, especially for OLDL programmes, is both innovative and effective and these could be shared as examples of good educational practice across the University. The Review Team would like the School to consider that as the portfolio of courses expands, the PGT team need to be cognisant of the demands that could be placed on e.g. digital media, statistical help and of course the staff. Currently there are a number of key staff from SRUC and ensuring new staff are fully informed of all the processes from tutoring, marking, course/module leadership is important. This is particularly so for ensuring

consistency across courses so that students on different courses don't get a completely different experience.

6. Confidence statement

The Review Team found that Royal (Dick) School of Veterinary Studies has effective management of the quality of the student learning experience, academic standards, and enhancement and good practice.

Prioritised list of commendations and recommendations

Key strengths

Priority	Section	Commendation
1	2.6.2	We commend the excellent leadership by Prof Anna Meredith and the cohesive and happy team that she has established.
2	2.1.4	We commend the Transitions Hub as a way of bringing students into their study time at Edinburgh and building alumni relationships and networking opportunities.
3	2.6.3	We commend the approach of the introduction and utilisation of the work load model as a way of planning staff resources for the future.
4	2.4.1	We commend the excellence of integration of cutting edge research into teaching e.g. Biosciences.
5	2.6.7	We commend the recruitment and approval process of external supervisors.
6	2.5.1	We commend the use of innovative assessment methods utilised across all programmes.
7	2.2.4	We commend the use of Talis Aspire as a resource for all students.
8	2.2.6	We commend the careers day which also includes alumni.
9	2.1.9	We commend the Personal Tutor system which is well received by both online and on campus students
10	2.2.3	We commend the excellent technical support for ODL.
11	2.3.7	We commend the summer school programme, including the availability of travel scholarships.

12	2.2.2	We commend the use of short video clips by students at the start of courses.
13	2.5.1	We commend the usage of Collaborate for the recording of assessments.
14	2.3.5	We commend the expansion of the use of the online Café to other programmes.

Recommendations for enhancement/Areas for further development

Priority	Section	Recommendation	Responsibility of
1	3.4	Consider implementing a formal moderation process across the board with clear guidance for staff.	School
2	2.5.5	Staff training on quality feedback and feed forward and the management of units of assessment so that they meet the turnaround time as specified by the university, including managing student expectations on feedback.	School
3	3.2	Consider how the content of courses is reviewed and altered to reflect changes and advances within the subject areas.	School
4	2.5.4	Ensure that the quantity and types of assessments are appropriate for the individual programmes and have some equity across the programmes.	School
5	2.1.5	Students coming on programme have compulsory active plagiarism training e.g. Quiz, and that all submitted work at the point of submission includes self-certification of originality.	School
6	2.3.6	Consider how learn could be more personalised for Online Distance Learning students, with particular emphasis on the home page.	School

C. Appendices

<u>Appendix 1 additional information considered by Review Team</u>

Prior to the review visit

- Analytic Report
- School Quality Assurance Reports
- External Examiners Reports and responses
- R(D)SVS PGT Academic & Support Staff 2015
- Student Staff Liaison Committee minutes
- Postgraduate School Committee meeting minutes
- Programme Handbooks
- PTES May 2015 results
- R(D)SVS PG Committee Structure

During the review visit

- Workload Model Template

<u>Appendix 2 Number of students</u>

Programmes	Mode of Delivery	Student numbers 2012-13	Student numbers 2013-14	Student numbers 2014-15	Student numbers 2015-16
MSc in Applied Animal Behaviour & Welfare	On Campus	24 FT 3 PT TOTAL=27	28 FT 3 PT TOTAL=31	31 FT 5 PT TOTAL= 36	31 FT 5 PT TOTAL=36
MSc in Animal Biosciences	On Campus	9 FT	6 FT	10 FT	9 FT
MSc in International Animal Welfare, Ethics & Law	ODL	MSc - 22 Dip – 1 Cert – 10 TOTAL = 33	MSc - 49 Dip – 9 Cert – 3 PPD – 10 TOTAL = 71	MSc - 80 Dip – 5 Cert – 12 PPD – 8 TOTAL = 105	MSc - 76 Dip – 3 Cert – 9 PPD – 6* TOTAL = 94
MSc in Equine Science	ODL	MSc - 52 Dip – 1 Cert – 2 PPD – 7 TOTAL = 62	MSc - 44 Dip –1 Cert – 12 PPD – 9 TOTAL = 66	MSc - 55 Dip – 3 Cert – 6 PPD – 19 TOTAL = 83	MSc - 59 Dip – 5 Cert – 7 PPD – 11 TOTAL = 81
MVetSci in Conservation Medicine	ODL	MVetSci –15 Dip – 2 Cert – 1 PPD – 0 TOTAL = 18	MVetSci – 33 Dip – 2 Cert – 1 PPD – 0 TOTAL = 36	MVetSci – 42 Dip – 3 Cert – 1 PPD – 4 TOTAL = 50	MVetSci – 37 Dip – 4 Cert – 3 PPD – 5 TOTAL = 49
MSc in One Health	ODL	N/A	N/A	MSc - 7 Dip – 7 Cert – 1 TOTAL = 15	MSc - 12 Dip – 6 Cert – 2 TOTAL = 20

Follow-up to the review

The following reports and response are made in the first instance to Senate Quality Assurance Committee, copied to the Dean/Associate Dean/Director for Quality Assurance/Quality Assurance & Enhancement:

- The review report
- The 14 week response from the subject area/School
- The year-on report

Thereafter annual reporting on progress towards meeting recommendations will be made through the annual School report to the College Quality Assurance committee or equivalent, which in turn reports to Senate Quality Assurance Committee.