



THE UNIVERSITY of EDINBURGH
Royal (Dick) School of
Veterinary Studies



Directors of Quality Strategic Development Session

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The essentials of the role and practical survival tips

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Quality Assurance and Enhancement at the Vet School

Context



Undergraduate programmes

- Veterinary degree (BVM&S)
 - 4 and 5 year programmes
 - Class size – 50 - 180
 - Professional degree
 - All students must take and pass all courses
 - Professional Statutory Regulatory Bodies (PSRBs) – Quality Assurance and Enhancement is priority.
- 2 x Global Academy for Agriculture and Food Security (GAAFS) (BSc Hons)

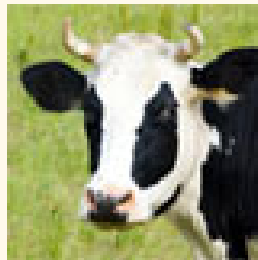
Postgraduate Taught Programmes (on campus and online)

Postgraduate Research



Contributory factors

- Clinical audit part of veterinary professional norm.
Monitor, enhance, quality improvement
- Professional Statutory Regulatory Bodies (PSRBs) – Quality Assurance and Enhancement is **priority**.
- Quality Assurance and Enhancement is valued by Head of School and Director of Teaching



Veterinary Medicine Quality Assurance and Enhancement Committee

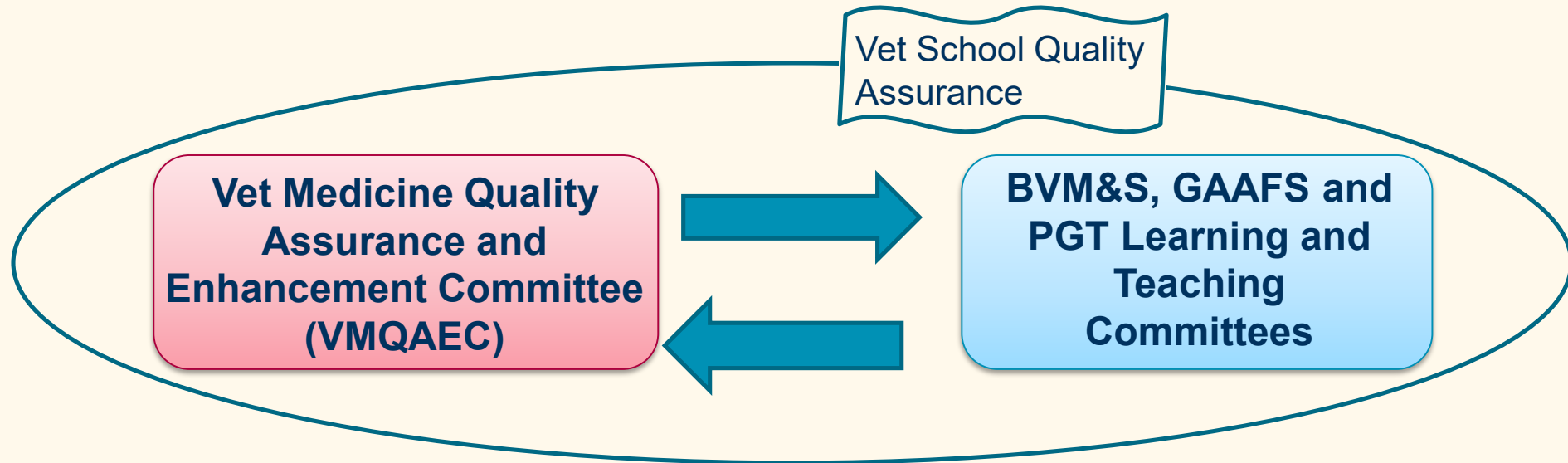
Aims include:

To ensure that mechanisms are in place for monitoring and improving the quality of Teaching and Assessment.

Membership - VMQAEC Membership 2018/19

Vet School Director of QA, Deputy Director of QA, 6-8 other School academic staff, Committee Secretary, Student representation, External Member – outside College.

Operation: meet 4 times per year. Independent of LTCs. Open call for members



My Role



- Champion quality and enhancement at the Vet School
- Attend: BVM&S LTC, GAAFS LTC, PGT LTC (deputy), BoS, CQAEC, SQAC.
- Convene the VMQAEC – with broad membership
- Oversee QA processes and instigate reviews – including priority of closing feedback loop
- Write School QA report – think of potential readers
- Collate common themes - good practice, innovation, concerns
- Ensure disseminate outcomes of annual School QA monitoring
- Key input into preparation for and visit of TPR, PPR, national and international accreditation.
- Liaise with colleagues re new programmes/courses
- Run a VMED workshop – ‘Quality Assurance and Enhancement – what this means for teaching’. Delivered as both face to face and online formats



Practical survival tips



- Communication (two-way conversation)
- Don't do it all yourself - team
- Good administration support
- Listen
- Easy wins - not onerous for colleagues. Reinforce relevance.
- Embed QAE as part of course/programme organisation and delivery
- Feedback outcomes to those involved in the process – staff and students
- Terminology – for students and new members to QAE committee
- Be visible – as DoQ and for QAE processes and outcomes
- Good relationship with DoT
- Workable repository for School QA material and documents **
- Succession planning (including administration support)
- PSRB /UoE – align processes



Vet School Quality Assurance and Enhancement 'course' on LEARN

Veterinary Pathology



Post Course Review

[18/19 minutes](#) ▼

[17/18 minutes](#) ▼

[16/17 minutes](#) ▼

[15/16 minutes](#) ▼

[14/15 minutes](#) ▼

13/14 minutes - *not available*

[12/13 minutes](#) ▼



Course Organiser Reflective Summary

(includes review of class performance, feedback from students, feedback to students, teaching and learning provision, teaching and learning foundations)

[18/19 summary](#) ▼

[17/18 summary](#) ▼

[16/17 summary](#) ▼

[15/16 summary](#) ▼

[14/15 summary](#) ▼

[13/14 summary](#) ▼

[12/13 summary](#) ▼



Independent Course Review

(includes review of student performance, feedback from students, feedback to students, teaching and learning provision, teaching and learning)

18/19 review

[17/18 review](#) ▼

[16/17 review](#) ▼

[15/16 review](#) ▼

[14/15 review](#) ▼

Level of granularity. How granular is:
desirable
achievable
useful

Qualitative as well as quantitative



Challenges

Consistent
Standardised
Thorough

versus

Flexible
Practical
Feasible
Achievable
Efficient



Any questions?

