**Purpose of Policy**

The policy is the University framework for annual quality assurance and enhancement reporting by Schools to the relevant College.

**Overview**

The policy sets out the key areas of quality assurance and enhancement on which Schools report consistently across the University on an annual basis. Themes from School reports are identified by Colleges and form the basis for action and dissemination of good practice at College level. Themes identified by Colleges are reported annually to Senate Quality Assurance Committee, which identifies areas for action and dissemination of good practice.

**Scope: Mandatory Policy**

Scope in relation to report content: all credit-bearing provision.

Scope in relation to staff roles: School Directors of Quality have overall responsibility for preparing the School annual quality assurance and enhancement report to College. They liaise with other roles in the School as relevant to the School context.

**Contact Officer**  
Linda Bruce  
Academic Policy Manager, Academic Services  
linda.bruce@ed.ac.uk

**Document control**

<table>
<thead>
<tr>
<th>Dates</th>
<th>Approved: 29.05.14</th>
<th>Starts: 01.08.14</th>
<th>Equality impact assessment: tbc</th>
<th>Amendments:</th>
<th>Next Review: 2014/15</th>
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<td>Consultation undertaken</td>
<td>College Dean/Associate Dean/Director of Quality, College Office administrators, School Directors of Quality and professional staff</td>
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<td>Section responsible for policy maintenance &amp; review</td>
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<td>Related policies, procedures, guidelines &amp; regulations</td>
<td>College Annual Quality Assurance and Enhancement Report Template, Quality Assurance, Monitoring and Reporting of Postgraduate Research Provision</td>
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<td>Policies superseded by this policy</td>
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Further guidance including data sources to support reflections can be found in the accompanying document ‘School Quality Assurance and Enhancement Report Template Guidance’.

Formal confirmations

Has this report been discussed at the relevant School committee (Quality Assurance/ Learning and Teaching/Postgraduate/Researcher Experience)? Y (Veterinary Medicine QA Committee (VMQAC) and Learning and Teaching Committee (L&TC)).
If N, have arrangements been made to discuss at the next meeting? N/A

Has this report been discussed at a Student-Staff Liaison Committee or equivalent forum? This report has been discussed at VMQAC and presented at L&TC. Student representatives are members of each of these committees.
If N, have arrangements been made to discuss at the next meeting/equivalent forum? N/A

SCHOOL CONTEXT

Provide brief context about School – subject areas, list of School degree programmes, overall student numbers (UG, PGT & PGR) and highlight any major changes since the last report e.g. increase in student numbers in a particular category.

NOTE: This report will only include matters relating to Undergraduate Quality Assurance and Enhancement

The School has two Undergraduate programmes, 5 year and a 4 year Graduate Entry Programme, both leading to a Bachelor of Veterinary Medicine &Surgery (BVM&S) degree. This is a qualification in Veterinary Medicine and Surgery which is accredited by the Royal College of Veterinary Surgeons (RCVS), American Veterinary Medical Association (AVMA) and European Association of Establishments for Veterinary Education (EAEVE). The student cohort on the 5 year programme comprises both school leavers and graduates. The 4 year programme is designed for Graduates with an Honours (or equivalent) degree generally in Animal or Biological Sciences. We have students from UK, EU and International on both programmes. The final 3 years of both programmes are identical and at this point the two programmes are taught together.

Numbers of students on programme – by year for 2013/14.
GEP – 51
Yr 1 - 128
Yr 2 - 113
Yr 3 - 167
Yr 4 - 163
Yr 5 - 156
TOTAL – 778
This represents no major change from previous years.

1. QUALITY ASSURANCE

1.1 Progress

Report progress in addressing School level issues/recommendations/actions from the previous year’s report, including whether and how staff and students have been advised of progress.
The School continues to monitor its Programmes, Student Experience and Quality Enhancement by not only reviewing the courses, student feedback and communication between students, staff and external examiners but also by regular review of its QA processes via the Veterinary Medicine QA Committee (VMQAC) (see 1.5).

The Veterinary Medicine QA committee met regularly and reviewed each of the courses which comprise the BVM&S programmes.

The QA monitoring documentation is reviewed each year for ease of use, clarity and gaps in information collected. This year particular emphasis was made with regard to three elements: asking Course Organisers to reference course delivery to previous years, ‘closing the loop’ between the plans a Course Organiser details for the next year in their Reflective Summary and the level of implementation of those plans. There was also enhanced two way communication of QA matters between VMQAC and L&TC.

As discussed in last year’s report the School continues to support and enhance its Widening Access activities with the aim of seeing an increase in Widening Participation (WP) applications and ultimately entrants. This year the School was pleased to note an increase in the number of WP applications and entrants for entry 2014 (see 1.2.9).

Progress in addressing the themes identified from External Examiner reports in 2012/13 has been effective this year with action taken on all six themes. The School recognises the importance of continued work to maintain progress on themes such as standard setting, timely information to external examiners and training of Personal Tutors to provide support to borderline students. It has also identified new themes from 2013/14 to action in the coming year (see 1.3).

To address the sometimes low response rates to End of Course Surveys for 2014/15 surveys will be available within a few days of the completion of teaching.

The School continues to recognise the importance of maintaining momentum with regard to enhanced student support comprising a suite of support mechanisms which are on-going and developing. Namely the R(D)SVS House System, Dick Vet Peer Support programme, VetPALs scheme, Personal Tutor training, Student Support Officer, regular availability of University Central Student Support Services at the Easter Bush Campus (Student Counselling and Student Disability Service).

A major change in the programme for 2013/14 related to 4th year with the new transition into final year (Final year preparation phase) introduced after Spring break and for the first time in our curriculum the creation of the opportunity for students to take 4th year resit examinations within the academic year itself i.e. abolition of July resits for this stage of the curriculum, 4th year, with resits in May instead. This culminated in the commencement of a new final year in June 2014. The School approached this challenge by engaging and consulting with the Student body through whole class discussion groups, Veterinary Student Council, early and frequent communication, acknowledgment of student concerns with a willingness to consider and address these concerns.

Staff and Students have been advised of progress through established mechanisms: Learning and Teaching Committees both standard and Open meetings were all staff and students are invited to attend, Veterinary Student Council, Student Voice “You said ….”
1.2 Key performance points

Comment or where relevant provide information on the following, for the current year in relation to the previous 5 academic years. Please highlight where any specific programme or student group can be identified, and where rates fall below the relevant benchmark (see guidance), what is being done to address the issue. For actions that are on-going, please comment on their impact. See guidance section for sources of data.

Undergraduate and Postgraduate Taught

1. Course results: State proportion of A-D grades versus E-H grades (or grades from E and below as relevant).
   [UG & PGT]
   Average across all courses
   - Pass at first sitting: 93%
   - Fail: 6%
   - (1% withdrawn)

<table>
<thead>
<tr>
<th>Course</th>
<th>Pass % at first sitting</th>
<th>Comparison with previous results</th>
</tr>
</thead>
<tbody>
<tr>
<td>Animal Body (GEP)</td>
<td>80</td>
<td>Similar pass rate each year. There is some variation but no trend either up or down in recent years (78% last year).</td>
</tr>
<tr>
<td>Animal Health, Welfare and Food Safety (AHWFS) (GEP)</td>
<td>85</td>
<td>There is some variation in pass rates for this course but there has been an improvement from the first year of the course when it was 60% with an increasing trend. (75% last year)</td>
</tr>
<tr>
<td>Professional and Clinical Skills (GEP)</td>
<td>91</td>
<td>Consistent over 4 years</td>
</tr>
<tr>
<td>Animal Body 1</td>
<td>83</td>
<td>Consistent with previous 4 years where lowest pass rate has been 80%</td>
</tr>
<tr>
<td>Animal Body 2</td>
<td>87</td>
<td>This year a little lower pass rate than last (90%) but not inconsistent with minor variation in previous years.</td>
</tr>
<tr>
<td>AHWFS 1</td>
<td>97</td>
<td>Higher than previous 4 years (range 86-93%).</td>
</tr>
<tr>
<td>Professional and Clinical Skills 1</td>
<td>97</td>
<td>There has been an improving pass rate in the 4 years of this course from 90%</td>
</tr>
<tr>
<td>Animal Body 3</td>
<td>99</td>
<td>Higher than last year but consistent with the range and trends over the previous 4 years. Rates ranged from 90-97%</td>
</tr>
<tr>
<td>Animal Body 4</td>
<td>100</td>
<td>Consistent with previous years where the pass rate is always high.</td>
</tr>
<tr>
<td>Animal Health, Welfare and Food Safety (AHWFS) 2</td>
<td>90</td>
<td>Higher rate than last year (83%). Consistent with previous 3 years, which showed an improvement from 69% in the first year the course was run.</td>
</tr>
<tr>
<td>Professional and Clinical Skills 2</td>
<td>96</td>
<td>This has been consistent with the previous 4 years, which have shown an improvement from the 84% pass in 2009/2010</td>
</tr>
<tr>
<td>Student Selected Component 1</td>
<td>100</td>
<td>Consistent with previous years. This a pass/fail course with no grade award.</td>
</tr>
<tr>
<td>Vet Pathology</td>
<td>97</td>
<td>Consistently high pass rate at 1st sitting ranging from 90-100%</td>
</tr>
<tr>
<td>Clinical Foundation Course (CFC)</td>
<td>84</td>
<td>There has been a consistent trend of improving pass rates from 57% to last year. This course now incorporates content from another course (AHWFS 3). See 1.2.3</td>
</tr>
</tbody>
</table>
### School Annual Quality Assurance and Enhancement Report Template

<table>
<thead>
<tr>
<th>Course</th>
<th>Pass Rate</th>
<th>Comment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dog and Cat</td>
<td>94</td>
<td>There has been some variation in the pass rate for this course but the current results fit within the recent trends</td>
</tr>
<tr>
<td>Professional and Clinical Skills 3</td>
<td>98</td>
<td>Consistent over the 4 cycles to date</td>
</tr>
<tr>
<td>Farm Animal</td>
<td>80</td>
<td>Consistent with trend and range for previous 5 years (82, 76, 71, 75, 80)</td>
</tr>
<tr>
<td>Equine</td>
<td>99</td>
<td>Improved rate compared to last year (94%) (new course 2012/13)</td>
</tr>
<tr>
<td>Exotics</td>
<td>99</td>
<td>Similar to last year (98%) (new course 2012/13)</td>
</tr>
<tr>
<td>Animal Health, Welfare and Food Safety (AHWFS) 4</td>
<td>87</td>
<td>Lower rate than last 2 years. (98 and 93). See 1.2.3</td>
</tr>
<tr>
<td>Professional and Clinical Skills 4</td>
<td>94</td>
<td>Very similar to previous 4 years.</td>
</tr>
<tr>
<td>Final Year</td>
<td>100</td>
<td>Consistent with previous year but showing an increase from 93/94% over the 5 years</td>
</tr>
<tr>
<td>Student Selected Component 2</td>
<td>98</td>
<td>Consistent with previous years</td>
</tr>
</tbody>
</table>

2. **Comment on the above including proposed actions if the proportion of grades A-D or E-H is higher than expected and briefly state actions taken or planned to address any issues of concern.** [UG]

The pass rate for the majority of courses has been consistent with previous years. There are a few exceptions, as detailed in the table above and discussed in 1.2.3. The vast majority who fail at first sitting pass at their second attempt.

### 1.2 Key performance points (contd.)

3. **Comment on any significant variations or persistent issues in the last 5 year trend in student achievement and any reasons identified.** [UG & PGT]

The percentage of passes has remained similar for most courses. The distribution of fails between grades E and G has remained fairly consistent.

Clinical Foundation Course (CFC) – although a good pass rate of 84% this is a challenging course and last year saw the incorporation of another course (AHWFS 3) into CFC. Although there was no noticeable effect on the pass rate, positive or negative, student performance will be carefully monitored by the Course Organiser.

AHWFS 4 was moved from semester 2 to semester 1 to sit alongside Farm Animal (FA). As a result both were assessed post-Winter break in 2013/14. (Previously FA assessed pre-Winter break). Performance in AHWFS 4 was lower than expected and may have been due to the relocation into semester 1 and possibly some tactical revision by students. Student feedback was also quite negative about having exams immediately after Winter break. Relocation of some content of the Farm Animal course has allowed the assessments to be scheduled at the end of semester 1 for 2014.15. Performance and student feedback will be monitored.

4. **Comment on withdrawal rate in relation to the College average [see guidance], including any trends, and identify actions needed or being taken if the rate is of concern to the School.** [UG, PGT & PGR]

The withdrawal rate for the School is consistently low and for session 2013/14 was <2% corresponding to 15 students across all year groups. This is similar to the previous 4 years. We had a higher than normal absolute attrition in session 2013-14 in GEP and 3rd year. Financial issues were relevant in a number of these as were personal health and family issues. There were no absolute withdrawals amongst the 4th and Final Year student cohorts.
5. **Proportion of entrants who have successfully achieved an award. [UG, PGT]**

The pass rate for those students who sat finals in 2013/2014 was 100%. A total of 125 were awarded a BVM&S Veterinary degree. 106 entrants joined the 5 year programme in 2009/2010, 60 joined the 4 year programme in 2010/2011. Of these a total of 27 (16.3%) have either repeated a full or part year or have Intercalated. Of the remaining 139, 90% (125) graduated with BVM&S degree, 8 had been previously awarded a Veterinary Science Certificate, Diploma or BVSc degree and 6 had withdrawn.

6. **Any notable change in degree classifications in relation to the past 5 years, including notable divergence from Russell Group degree classification data. [UG]** For College of Medicine and Veterinary Medicine, state any issue raised by regulatory bodies in relation to comparator information and performance in subsequent postgraduate examinations, and state follow up action being taken or planned [UG].

N/A. No degree classifications are awarded for the BVM&S degree.

7. **Any notable change in successful achievement of award by taught postgraduate students.**

N/A

8. **In relation to the University’s Strategic Plan target of the creation of at least 800 new opportunities for students to study abroad as part of their degree, state of Number of students going abroad as part of their degree, together with trend numerically [UG]. If proportion of students going abroad is increasing, briefly state what actions are being used successfully to promote study abroad.**

BVM&S Undergraduate students do not carry out any required formal study abroad as part of the programme. However a number of students do carry out their credit-bearing Student Selected Component 2 research projects overseas. 16 students in 2013/14. In addition there is a requirement for all students to undertake 38 weeks of Extra Mural Studies (EMS) within a range of clinical and non-clinical environments. Although this is a requirement for the degree and therefore students are monitored for compliance, it is undertaken out with the core course and is arranged by the individual student, many of whom choose to undertake placements abroad, often in their home country. Only a small percentage of the 38 week EMS requirement must be completed in the UK which leaves significant scope for students to follow areas of interest by seeking work experience placements abroad.

9. **State where the School has exceeded performance in the recruitment of Widening Participation students within the recruitment context of the School, as reported in the University’s Outcome agreement. Comment on the specific reasons identified for success e.g. participants in summer school. [UG]**

For entry 2014 WP figures were as follows: 20 applied, 17 were interviewed, 7 offered places with 6 accepting (one has deferred entry until 2015). This shows an 11% increase in number of WP applicants compared to last year, with a 25% increase in WP entrants (50% if include the deferred student). There has been an increasing trend in WP applications over the past 3 years. (6% increase in WP applications for entry 2013 compared with 2012 entry). This is in the context of a small number of places, a total of 72 Home-fees places for entry September 2014.

The entry requirements for students applying through Widening Participation criteria are less stringent than standard requirements. This recognises that the schools from which these applications arise may not offer the necessary higher courses in S5 or the academic rigour/ environment to fulfil the pupils' potential, applicants from 20%, 40% SIMD postcodes, care leavers. Further concessions may be given to applicants with regard to their animal husbandry and veterinary work experience,
based on difficulties acquiring placements or inappropriate advice from schools. There was a continuation in WP activity this year with the Primary and early Secondary Years Initiative held in May (third year of running this). There was also a continued involvement in Pathways events: So You Want to be a Vet? Pathways Parents Evenings, Work Observation Programme at Langhill Farm is ensuring our WP numbers are increasing.

One educational strand of a novel UG Certificate in Veterinary Medical Education at Edinburgh introduced this year is the opportunity for veterinary students to become involved in admissions activities such as Widening Participation workshops and school visits to foster the link with young people aspiring to enter Higher Education. Students will also be involved in visits to local authority schools to help run clinical workshops and working with LEAPS as student volunteers to provide workshops in schools to promote Higher Education and as student volunteers to be a Veterinary advocate at the S5 or S6 Conference at the University of Edinburgh.

10. Report on any known issues arising from differences in student performance, for example degree outcomes in relation to gender, ethnicity and age. [UG& PGT]

Our numbers for gender and age have been steady for some years. The gender division for entrants 2013/14 was 84% female:16% male. This is similar to the previous 4 years (range 81-85% female entrants) and reflects the proportion of applicants from each group. This high proportion of female applicants and entrants has been static for many years not only at Edinburgh but through the UK and other vet schools in many countries around the world.

There is a good breadth of age of entrants which has been similar for each of the past 5 years. This is the result of having both a 5 year and Graduate Entry Programme and our encouragement of applicants wishing to make a career change. Due to the global appeal of both our programmes we have an ethnically diverse population of students.

Postgraduate Research

5. Comment on trends in the data provided in BI suite reports ‘PGR progression and outcome’, in particular any trends relating to the numbers of students completing (i) within the prescribed period of study; (ii) within the prescribed period of study plus permitted submission period; and (iii) outwith the prescribed period of study plus permitted submission period. ¹

N/A

State what action is being taken where the number completing outwith the prescribed period of study plus permitted submission period continues to be a significant proportion of the relevant cohort of entrants. In relation to interruptions of study, state whether any common themes emerge from the reasons for these and if so, what action the School is taking or plans to take.

N/A

11. Report on any known issues arising from differences in student performance, for example degree outcomes in relation to gender, ethnicity, domicile and age.

N/A

MOOCs

¹ 'prescribed period of study plus permitted submission period' is the definition of the maximum period of study in the DRPS 2014/15.
12. For Schools with MOOCs, provide a brief reflection on the School’s experience of providing MOOCs, and in particular any way in which its MOOC provision is informing its credit-bearing provision. State total enrolment per MOOC and completion rate as a proportion of active users.

The Vet School delivered a MOOC entitled ‘EDIVET: Do you have what it takes to be a veterinarian?’ for the first time this year. It ran from 19th May 2014 for five weeks. A total of 11,911 signed up with 6837 engaging with the MOOC at some point during the course, 1716 received a certificate. 40% of the participants were from N America, 31% from Europe and 18% from Asia. Females made up 86% of the cohort with over 50% in the 18-34 age bracket. Video content from the MOOC has been used within the School’s credit bearing courses. Link: https://www.coursera.org/course/edivet

1.3 External Examiner reports and actions taken in response

Undergraduate and Postgraduate Taught

1. What proportion of External Examiner reports have been received at this point and what action is being taken to follow up outstanding reports?

94.4% of External Examiners reports have been received at this point. (34 out of 36). Last year all reports were received within the deadlines agreed. All External Examiners are asked to submit their report within 1 week of the Exam Board. If the report is not received repeated requests are made by the Year administrator responsible for the course admin. The two External Examiners who failed to submit reports were in the final year of their contract.

2. Has the proportion of reports received improved on the final point in the previous year?

It is disappointing that only 94.4% of reports were received this year given the full set last year. However the School considers that the report submission is still very good and the timelines and general process works well. The School will monitor the introduction of the new central ‘External Examiner Reporting System’ (EERS) with interest.

3. What action has been taken if a 100% return rate has not been achieved?

Please see 1.3.1 and 1.3.2 above

4. Themes from External Examiner reports (including both positive themes/commendations, and areas for consideration) and actions taken in response, including any on-going remediation.

L&TC Response to External Examiners

Following on from the model introduced last year, the Director of Teaching, Year Directors and Veterinary Teaching Organisation (VTO) Manager met to review the External Examiners comments and Course Organiser responses for 2013/14, approve actions proposed and identify any themes needing further action.

The Year Directors’ summaries and all External Examiners reports and Course Organisers’ responses are available on LEARN.

The Director of Vet Teaching has emailed all External Examiners to advise them that all the responses for all courses/years are available for them to access. (They have access to LEARN.). Relationships with External Examiners continue to be constructive and helpful. Examiners largely very positive about new exam board processes, their new role and standard setting.

The 6 themes that were common across many courses in 12/13 and action taken:
1. Model answers – review and improve those we have and introduce those where not already in use. *Workshops on question writing run in 13/14 and will continue for 14/15.*
2. MCQ statistics need to be made available to External Examiners and used more consistently. *Redraft of exam board agenda template to ensure this step was mandatory for all courses.*
3. Clarify rules on annotating exams scripts to all staff. *Staff email sent at start of academic year.*
4. Ensure Personal Tutors are made aware of students who have failed whole sections of an assessment and have compensated with other marks. *Action from Exam Boards.*
5. Clarify what internal moderation has taken place for each assessment component. *Action from Exam Boards.*
6. Review and monitor levels of fail/pass/credit/distinction. *Standard setting in 13/14 focussed more on the fail/pass level. This work will continue in 14/15.*

The 5 themes that were common across many courses in 13/14:
1. **Improved exam statistics and standard setting.** External examiners across many courses commented positively on the introduction of Hofstee standard setting and were very supportive of the changes to the exam board process. Where possible external examiners would like to receive statistics in advance of the exam board. Work to continue and address credit/distinction boundaries.
2. **External examiners to receive copies of model answers and final draft of exam papers.** External examiners currently receive a draft of the exam paper to comment upon but do not see the final version until they arrive for the exam board. These must remain separate documents.
3. **Reviewing questions from statistics.** Greater guidance needed on future use of questions from statistics – how to improve and when to remove. See below.
4. **Question writing training.** The Veterinary Medical Education Division (VMED) will continue to publicise and run their MCQ question writing workshops which covers writing good questions and interpretation of the statistics on question performance.
5. **Annotating scripts and model answers.** Greater guidance and clarity needed for markers (and personal tutors and external examiners) on how scripts should be annotated to ensure clarity in the allocation of marks, compliance with the model answer and completion of template when question has been failed to allow staff to understand the marking and for students to receive clear feedback when meeting with personal tutors.

**Postgraduate Research**

5. State themes from Part III Assessment Forms submitted by External and Internal PhD/MPhil Examiners, (including both positive themes/commendations and areas for consideration) and actions taken in response, including any on-going remediation.
   N/A

1.4 **Student Engagement**

1. Highlight significant issues arising from student feedback, including course monitoring, ESES, NSS,
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<thead>
<tr>
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</thead>
<tbody>
<tr>
<td>1.</td>
<td>Indicate PTES and PRES, indicating where relevant if it relates to a specific programme.</td>
<td></td>
</tr>
<tr>
<td>2.</td>
<td>Indicate action planned by the School.</td>
<td></td>
</tr>
<tr>
<td>3.</td>
<td>Evaluate effectiveness of mechanisms used for obtaining and responding to feedback from students, including feedback from on-line non-credit courses (including MOOCs).</td>
<td></td>
</tr>
<tr>
<td>4.</td>
<td>OPTIONAL: Include if wished a reflection from student representatives or other configurations of the student voice on student engagement and its effectiveness.</td>
<td></td>
</tr>
</tbody>
</table>

In 2013/14 the School continued its emphasis on developing and evaluating the student experience in response both to the NSS and the high demands of the course in terms of time and academic and professional skills.

NSS results compared responses from the 5 year cohort and the GEP cohort against 2013 results. Overall satisfaction was slightly lower for the 5 year programme (down to 93% from 98%) but had increased significantly for the GEP cohort (up from 82% to 92%). There was a slight reduction in satisfaction with teaching for the GEP programme. There was a large increase in satisfaction with assessment and feedback across both cohorts. Satisfaction had dropped for organisation and management across both cohorts but initiatives such as the new student handbook and the ‘You Said, We Listened’ menu cards are in place for 2014. Satisfaction with IT resources was lower for GEP students but this is possibly an example of the difference in expectations between the two cohorts.

There had been a significant increase in student satisfaction with regard to assessment & feedback in 13/14 and in a comparison of all UK vet schools, R(D)SVS had come in the top 2 or 3 for every category which was a significant improvement on previous years’ results.

The ESES for 13/14 had returned a low response rate of around 20%. The results aligned well with NSS results: vet students rated the School highly on teaching whilst issues of central support (i.e. Disability support, International student support) were less highly rated. The School continues to work hard to assure students that they were listened to and their feedback was considered and responded to. ‘What matters to you?’

Further suggestions from L&TC for improving communication on student feedback included:

- Producing printed materials (fliers/ book marks) listing changes made each year in response to student feedback, highlighting key changes for each year group. These could also be a feature on the New Vet School (NVS) building plasma screens.

- Holding a post-exam discussion with students to explain how exam boards were run and assessments reviewed.

- Introductory sessions at the start of each academic year which would include a summary of changes made since the previous year as a result of student feedback.

- Publicising the actual number of respondents to an individual survey question (i.e. ‘only 3 students of a total 150 students felt that x was a problem.’)

Student Support
R(D)SVS House system.

The level of engagement has been lower than hoped but student feedback suggests that this is a consequence of their busy academic schedules and the tendency to prioritise activities that involve the whole School over house activities. There is also a sense that some students value the system more
than others which we accept but still consider this a valuable addition to our suite of support mechanisms. (Dick Vet Peer Support programme, VetPALS scheme, In-House Study Skills, Student Support Officer, Central University Student support Services)

The School has also introduced a system for Course Tracking Analysis. A comparison of course survey responses across all courses, by means of a ‘traffic light’ system. The July meeting of L&TC reviewed the data from all course surveys, with Course Organisers presenting a commentary on their course results and the opportunity to discuss best practice and share ideas.

The introduction of Formative Feedback Deadlines (as per University Regulations). For each course the following are published to Students via the VLE platform: Course, date of In-Course Assessment (ICA), Feedback date (if not supplied by Course Organiser – then calculated as 15 working days after ICA date).

The School is aware there can be some tensions between the two programme cohorts (5 year and Graduate Entry) especially at the time they become one programme and cohort for the final three years. The School has responded by timetabling more classes together in the early years of both programmes culminating in all classes Post-Spring break prior to the combination of the programmes being taught together.

In response to student feedback the School has introduced a ‘White coat ceremony’. Each new student is named and presented with an R(D)SVS White coat at a ceremony attended by class mates and staff as a welcome with the aim of introduction to being part of the Dick Vet family and the veterinary profession.

Student feedback is obtained formally through Staff Student Liaison Committees and End-of-Course Surveys and on a more flexible basis through discussion between the Veterinary Students Council and the Head of Teaching and student representative and the year administrators. Via the Student Voice “You said ….” Students can give feedback individually by completing feedback slips. Comments raised and School responses are published on the VLE platform.

The End-of-Course surveys are send out electronically to the year group after each course and comprise a range of questions relating to quality of teaching, feedback and other elements highlighted in the NSS. In an attempt to improve response rates for 2014/15 the surveys will be available within a few days of the completion of teaching rather than after the assessment to see if response rates improve.

1.5 Annual Monitoring

Course and Programme – Undergraduate and Postgraduate Taught

1. Outline briefly the process for course and/or programme monitoring [UG & PGT]
2. Course level: Has annual monitoring been conducted for all credit-bearing courses (University of Edinburgh provision, distance learning provision, study abroad experience, collaborative provision)?
   Yes
3. If annual monitoring of courses has not been carried out, why is this, and what follow-up action is being taken?
4. Identify the key themes from annual monitoring in 2 categories:
The Vet Medicine QA committee now meets 4 times per year at times that reflect appropriate periods in the academic and QA cycle. The annual cycle of internal monitoring continues as last year and comprises individual reviews of all credit-bearing courses and annual reviews from teaching, admissions, library and VTO.

Each course is reviewed by the students, course teaching staff, course organiser, external examiner and by a member of the Quality Assurance committee such that the following portfolio of documents is compiled:

- Staff Student Liaison committee meeting minutes
- End of Course survey
- Post Course Review minutes
- Examination Board minutes
- External Examiners report
- Reflective Summary by the Course Organiser
- Independent review by member of the QA committee
- Summary of external examiners and course organisers’ comments
- Summary of decisions

QA monitoring documentation is reviewed each year for ease of use, clarity, gaps in information collected. This year particular emphasis was made with regard to particular elements asking Course Organisers to reference course delivery to previous years and ‘closing the loop’ between what was planned and what was implemented.

In general the completion and submission of all course QA documentation was prompt and complete. There were some missing documents often due to staff leaving throughout the year, both academic and administrative.

For 2014/15 the submission of all Course QA documentation will be required closer to the completion of the course as many run for just semester one or part of semester 2. Aim – improved document return, encourage Post course reviews closer to end of course delivery.

Enhancing accessibility and visibility of QA materials. QA remit, process and documentation will be on LEARN from 2014/15. Providing easy student and staff access. Materials will be available by year of programme, by course and by academic year. LEARN now forms the repository for all documents related to the QA process and provides a simplified process for storing course documents.

External monitoring is delivered through the Teaching Programme Review, National Student Survey and the reports following the Royal College of Veterinary Surgeons/ EAEVE and AVMA visitations and Annual reports to these organisations.

The Royal College of Veterinary Surgeons (RCVS) visitation is a critical review, carried out on a cycle of approximately eight years, which determines if the quality of teaching, course content, facilities and rigour of the assessment process is sufficient to meet the RCVS’ standards and “sufficiently guarantee that persons registered in the register will have acquired the knowledge and skill needed for the efficient practice of veterinary surgery”. AVMA carry out a similar visitation every seven years. The School has a joint accreditation visit from RCVS, AVMA and EAEVE in November 2015.
### School Annual Quality Assurance and Enhancement Report Template

#### Postgraduate research

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5. Outline briefly the process for monitoring student progress and for identifying any School-level issues related to student progress.

6. For the taught element of postgraduate research provision, reflect on key issues arising from monitoring student progress and how they are being taken forward. Do not include courses where annual monitoring is reported on via Section 1.5 (Annual Monitoring UG & PGT)

7. Identify the key themes from annual monitoring in 2 categories:
   - Positives
   - Issues identified for improvement and how this will be taken forward.

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#### 1.6 Internal Subject Review (TPR and PPR)

1. Attach annual report of progress with recommendations for individual reviews until all completed.
   - The last TPR was completed in February 2010
   - The next TPR is due in 2015/2016

2. Reflect on impact of actions taken to date.
   - There was a recommendation in the report to improve feedback to students and this has been a focus over the last few years. The School has continued to develop opportunities for enhancing feedback including staff development activities related to this in the form of teaching workshops and the publication of In-Course assessment feedback dates for each course which is monitored by the VTO for compliance. Feedback following In-course assessment has been improved with further encouragement for all courses to have class feedback sessions indicating what types of answers were appropriate for the questions. Students are also encouraged to review their scripts in these sessions. Students can also arrange to receive further clarity or guidance from the course staff or their personal tutor.
   - There has been increased focus on gaining feedback from students with alterations to the end of course surveys, increasing their scope and consistency across the courses. NSS-based questions are included alongside those more specifically course-related. In an attempt to improve completion rates the surveys are released to students within a few days of completion of the teaching of the course and are open for 2 weeks.
   - The School has also introduced a system for Course Tracking Analysis (see 1.4).

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#### 1.7 Reviews by accrediting and professional bodies

1. Report any review by an accrediting or professional body which has taken place since the last annual report and confirm the outcome (attach the outcome letter or other documentation).

None. Routine annual interim reports submitted for AVMA and RCVS.
Next joint accreditation visit by RCVS, AVMA and EAEVE will be in November 2015.

2. Note any recommendations or actions which have an impact beyond the School.

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#### 1.8 Collaborative Arrangements (including placements and study abroad partnerships)
1. Has the School entered into any new collaborative teaching arrangement/s in which part or all of a programme of study is provided by a partner institution either in the UK or abroad leading to an award by the University of Edinburgh either wholly or in joint names? **N**

2. If Y, state title of award or nature of collaboration (e.g. new study abroad partnership), and whether notified to Governance and Strategic Planning.

The new collaboration with Inglis Veterinary Centres in Cowdenbeath to provide a new final year clinical rotation, in response to feedback from students and the RCVS indicating the need for an increase in exposure to first opinion small animal practice, is going very well with excellent feedback from students. There are plans to extend the student access to this resource with 3 week placements made available as one of the Final Year Selected Components available after the Winter break.

3. Have any issues arisen from existing collaborative arrangements? **NO**
   Are any changes foreseen which are likely to require changes to existing agreements? Please outline these briefly. **NO**
   Are there any issues of wider concern to the College/University arising from collaborative arrangements? **NO**

1.9 Any other issues (optional)

Reflect on any issues emerging from the School’s quality assurance processes not covered by the sections above.

2. Quality Enhancement

Reflect on good practice identified through annual monitoring, student feedback/surveys or other mechanisms, including the impact of actions which have worked well and how this impact has been evaluated. Please include name of contact for follow up.

Internal and external reports over the last few years have been encouraging about the standard of teaching, assessment, facilities and responsiveness of curriculum organisers to comments. There is a continued need to enhance student feedback both on assessment but also in response to feedback regarding teaching, organisation, facilities etc.

The School has again seen an improvement in the NSS results which reflect continuous work on giving students prompt and helpful feedback, review and standardisation of assessment, maintaining and enhancing communication of response to student feedback.

The assessment process has evolved in response to comments from external examiners, continued engagement with best practice and increased efforts in staff development associated with assessment and standard setting.
Our exam board processes are being fine-tuned, including the implementation of a standard exam board agenda and exam board process flowchart. We continue to develop this area further. We have introduced Hofstee Standard Setting across all courses for 2014/15 following a pilot of this method in 2013/14. This runs alongside exam board convenor training.

Notably we have this year established a BVM&S Assessment Executive (ASSET) as a sub group of Learning and Teaching committee tasked with developing programme wide consistency in assessment.

Continued monitoring of our QA processes, two-way reporting to Learning and Teaching committee, refinement of process and monitoring forms. The move to a QA area on LEARN will result in clearer pathways and accessibility to documents by course, year and School wide documents for students, staff, external examiners and external reviewers

The introduction of Formative Feedback Deadlines (As per University Regulations). (see 1.4)

UG Admissions. 2013/14 saw the introduction of Multiple Mini Interviews for all Home-Fees places. Positive feedback was received from both candidates and interviewers. This form of interview is recognised as more reliable and valid than the more traditional panel interview. It is less reliant on a large time commitment from a small number of interviewers, gives staff more ownership and engagement with the selection of vet students and is perceived more favourably by prospective students and enhances the reputation of the School. This format will be expanded to incorporate interviews for Full Fees places in 2014/15.

Facilities:
Our Clinical Skills facilities have been further expanded with the development of a new Large Animal Clinical Skills laboratory sited close to the equine and farm animal hospitals. The School has investment in manikins, models and other resources (thereby protecting the welfare of the teaching animals). Equipment available includes additional bovine pregnancy diagnosis models, equine rectal manikin and an equine colic simulation model. In addition the clinical skills curriculum has been expanded with new practical and clinical skills classes introduced to improve the practical to lecture ratios, improve skills prior to commencing clinical EMS, enhance student experience and competence.

Library: The Lady Smith of Kelvin Veterinary Library has continued to enhance the service to students by ensuring that there is shared access between the different university sites of as many of the resources as possible. The Lady Smith of Kelvin Veterinary Library continues to purchase resources to support learning and teaching and this year has purchased of 287 new books and DVDs, 272 new e-books and back-files of several core journals. The Library spent the majority of its budget on e-journals and other e-resources and these can be accessed off as well as on campus. This year the Library subscribed to Vet Record Case Reports. Students are able to recommend books for purchase and this year all student recommendations were purchased. The Library continues to use Talis Aspire to make resource lists available for students. Resource Lists @ Edinburgh (using Talis Aspire) is a dynamic way for teaching staff to manage reading lists and provide students with easy access to key resources. Over the last year 29 undergraduate veterinary lists have been added.

General Contact: Claire Phillips/ Susan Rhind
3. **Engagement with Strategy**

- Report on key priorities as outlined in the School Learning and Teaching Enhancement Strategy and Postgraduate Research Strategy, or the sections of the School annual plan relevant to UG, PGT and PGR provision. Schools may wish to reference University priorities which influence School strategies.
- Reflect on engagement with the University’s current priority theme: Improvement of the Student Experience, focusing the five key areas outlined in the Student Experience leaflet summer 2013: community, engagement, support, feedback and recognition.
- How has the implementation of these recent developments impacted on staff and students?
- Comment on potential enhancements at College or University level that could be made to support Schools’ implementation of strategic developments, either in general or in relation to current projects (optional).

The following have been referred to throughout the report but are summarised here as key priorities actioned in the past year.

- Clarification of external examiner role and implementation of standard setting
- *Exam board process flowchart* - clarifies the main exam board process for staff and External Examiners.
- Curriculum changes: planning for new final year – structure and assessment. Close monitoring in 2014/15
- The introduction of Formative Feedback Deadlines – for all courses published dates when students will receive ICA feedback.
- Further developing communication to students (‘You Said, We Did’ campaign and information materials being made available – flyers in canteen for example)
- Course tracking and longitudinal survey analysis
- Expansion of the clinical skills curriculum and use of clinical skills facilities
- Improve lecture: practical class ratio in years 3 and 4 in particular – addition of a series of extra practicals in Semester 1 of Year 3 in 14/15, to better prepare students for their EMS placements. (British Veterinary Association/Association of Veterinary Students survey)
- Establishment of an Assessment Executive tasked with reviewing assessment across the UG curriculum
- Consistency in course books/ information to students
- Develop and articulate QA loops and links between L&TC and VMQAC
- Head of Teaching continues to meet regularly with president of Vet Student Council to discuss any topical issues and developments.
- Continued

Encouraging and sharing good teaching practice:

Staff development workshops/ staff development with face to face events plus materials available for online access via LEARN course (the suggestion of running day long workshops for staff and external examiners will be considered for the future) The Staff development programme continues to expand and is being viewed very positively.

Regular journal club on teaching/ learning related content and staff presentations on their research continue

Good representation at the Annual VETED Conference held this year at Bristol Vet School.
Continued focus on our suite of support mechanisms. (School House System, Dick Vet Peer Support programme, VetPALS scheme, In-House Study Skills, Student Support Officer, Central University Student support Services)

In-house Study Skills for students – group, individual, booking on EEVeC. Awareness of PTs – from PT training. Vet School study skills team are available on a rota basis to meet students individually to support and advise.

Student engagement and recognition
- VETPALS system rolled out in addition to peer support programme. Both running very successfully and adding to the sense of a supportive student community in the school.
- Peer Support – continuation and expansion. It is now recognised by the Edinburgh Award
- Development and introduction of a novel UG certificate in Veterinary Medical Education to the R(D)SVS year the first of its kind in the veterinary sector. This Certificate will give formal recognition to the important role that our students play in the teaching and learning process at the School and to foster students as partners in education. One educational strand that is being implemented is the opportunity for our veterinary students to become involved in admissions activities such as Widening Participation workshops and school visits to foster the link with young people aspiring to enter Higher Education. (see 1.2.9 – Widening Participation).
- Vet Student Ambassadors. An increasing number of vet students from all years and both programmes are involved in the outward face of the Vet School. They are involved in Open Days, Interview Days, Offer conversion Activities. These contributions will be acknowledged on transcripts.

4. Opportunities identified for development and action

Reflect on matters requiring attention, with a suggestion for the action required. State whether the issue is for the attention of the School, College or University.

The School will continue to work on embedding the agreed uniform processes around examination boards, standard-setting and assessment processes in general. The new Assessment Executive will be key in assuring standards, implementation of regulations, having a cross-courses perspective and dissemination good practice in relation to assessment across the Programmes. SCHOOL
The School will continue to build staff development programme and work to embed relevant aspects as mandatory. It will also explore articulation of our staff development programme with Edinburgh Teaching Award. SCHOOL IN COLLABORATION WITH IAD.
The School will continue to focus on improving communication with students. This may have infrastructure implications e.g. ensuring mobile phone signal around the campus. SCHOOL/UNIVERSITY

5. Engagement with annual reporting process

Reflect on the structure and/or content of this report template and, where relevant, make suggestions for how it can be improved.
Helpful format alongside the guidance notes.

May 2014