

Academic Quality Assurance and Enhancement Procedure

Student, Graduate and Employer Evaluation Surveys

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1.0	Transfer to new AQAEP template	Maxine Bailey, Senior Academic Quality Officer (Student Engagement)	n/a	March 2023	March 2028

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1. Introduction and purpose

The purpose of this procedure is to ensure that there is systematic collection of student, graduate, and employer views on the education which the RVC provides, and that this data is used to enhance the quality of educational provision and students learning experience. It seeks to fulfil the expectation relating to student engagement as set out in the Office for Students ongoing conditions of registration and the UK Quality Code for Higher Education, Quality Assurance Agency.

2. Scope

This procedure covers all RVC based taught programmes of study including those taught at a distance, both undergraduate and postgraduate. It does not cover research degrees or non-award bearing continuing education.

2.1 'Student Engagement in Quality Enhancement' working group

The 'Student Engagement in Quality Enhancement' working group operates as a sub- group of the Teaching Quality Committee (TQC). It supports the delivery of the RVCs 'Strategy for Enhancement and Assurance of the Quality of Learning, Teaching and Assessment' to:

- x Create, review, refine and promote a range of opportunities for students to engage in dialogue with the RVC to assure and enhance the quality of their learning.

x

Based on discussions held at the working groups Autumn meetings, the Vice Principal for Students and the Vice Principal for Learning, Teaching and Assessment, will draft an RVC statement responding to the survey results. The statement will be drafted by the Vice Principals in consultation with the RVCs 'College Executive Committee' and the 'Principals Advisory Group'. The final statement will be approved by the RVC Principal and Head of External Relations to be published on RVCs moodle platform 'LEARN'. The statement will be published annually by the end of October to ensure it can be used to inform the development of Course

3. Procedures

3.1 Responding to student survey results

3.1.1 Module/Strand/Rotation Reviews

Annual Module/Strand/Rotation Reviews are used to document any necessary future changes to the delivery of content, things that went well and not as well as hoped, and to share good teaching practice (see Academic Quality procedure '*Reviews of modules, TLiHE and BVetMed: Strands/Rotations/Electives and Research Project 2*').

The Module/Strand/Rotation Leader should submit the Module/Strand Review form within 20 working days of the module/strand/rotation teaching finishing.

The reviews should demonstrate consideration of student feedback received by whatever available means e.g. from results of student surveys provided by Academic Quality, from academic committee meetings, as reported by SU course reps etc, and any actions arising from their feedback should be clearly outlined. This may include detailing changes to the course as a result of the feedback or actions supporting communications to students about changes that will not be made or, to provide explanation or clarity where no change is possible.

Module/Strand/Rotation Leaders are asked to ensure that their reviews are completed in a timely fashion and to engage with the relevant Year Leader/Course Director/Rotations Director as required to discuss any issues raised within the student's feedback.

3.1.2 Year Leader/Course Director 'reflective response'

Year Leaders (and where they do not exist Course Directors) are required to publish a 'reflective response' for their cohort at the end of each term on LEARN, to consider and respond to student feedback as appropriate for their cohort. This student feedback could be received via SU course reps, module/strand surveys, Q and A sessions, forums and through any other informal routes.

3.2 RVC Student surveys

Student opinion is gathered by a variety of means, including through the RVC Students Union course representative system and informal staff/student discussions. In addition, surveys are commended as an effective means of gathering systematic and comparable data if used at appropriate intervals and the results are given consideration and responded to.

The RVC conducts internal surveys which enable students to give feedback on individual modules/strands and rotations. In addition, undergraduate students are able to feedback on their overall RVC experience, both academic and otherwise, through the annual 'RVC Experience Survey' and one year after graduation through the 'RVC Graduate survey' (figure 1 below).

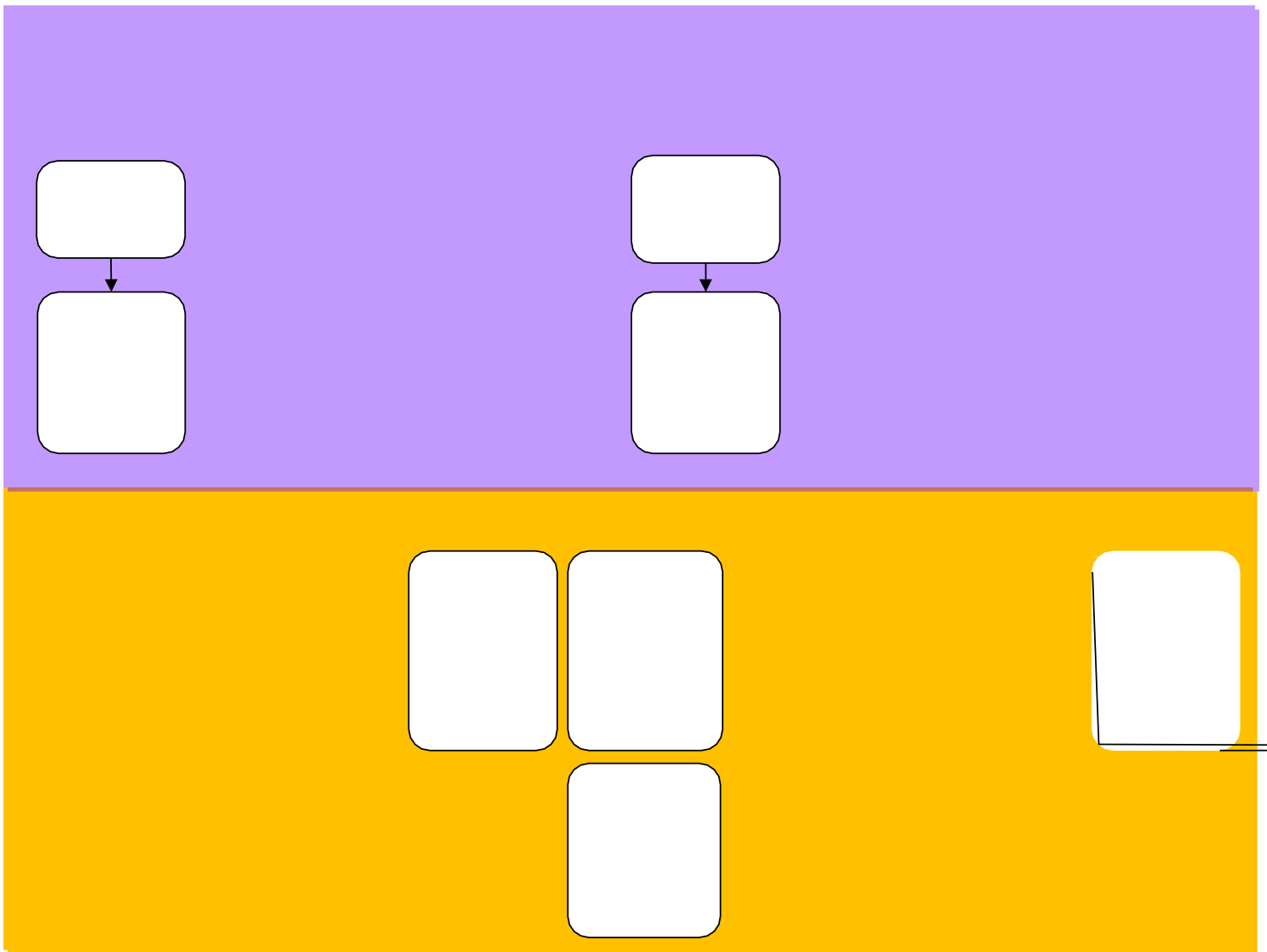


Figure 1. RVC Student, Graduate and Employer surveys

Students' opinions are not necessarily objective judgements about the quality of education, but perceptions of the student experience. They should therefore be considered alongside other sources of evidence including feedback through the student representative system, group discussions with students, peer observation of teaching and External Examiners reports.

All RVC student surveys are anonymous, and no student will be identifiable from any results or reports produced. To protect anonymity and ensure valid results a minimum of three respondents are required to administer/analyse a survey.

3.1.1 RVC Module Survey

Administration

Each module is evaluated annually. Surveys are administered through the RVC's online survey system and are normally issued on the date of the last face to face teaching session for the module.

A standard survey is issued by the Teaching Quality Committee to evaluate modules within the BVetMed, FdSc/BSc Veterinary Nursing, BSc and MSci Biosciences, Graduate Certificate in Advanced Veterinary Nursing and all Postgraduate taught courses.

On the survey live date students receive an email at around 9:00am from StudentSurveys@rvc.ac.uk, containing a link to the survey. Students can also access surveys via

The results of strand surveys are returned to:

- x Course Director and Deputy Course Director
- x Year Leader (if applicable)
- x Strand Leader and Deputy Strand Leader
- x

Surveys usually remain open for 10 calendar days. The Academic Quality Office will attempt to process module survey results within a week of the survey end date.

Results

A response rate of below 25% and/or below 3 students is considered low and consequently no analysis of quantitative results will be conducted.

Low scoring questions are defined as;

- x overall satisfaction - 79% or below 'satisfied' (as a % of total respondents)
- x full survey - where quantitative questions are included, any question 50% or above mostly disagree/strongly disagree, will be considered a low score.

During the summer term the results are considered by the relevant Year Leader or where they do not exist the Course Director and responded to through:

- x publication of a student facing 'reflective response' at the end of the summer term
- x completion of the standard Annual Quality Improvement Report including responding to the survey

3.1.7 RVC Employer Survey

Administration

An Employer survey is conducted online annually between:

- x May-July with employers of RVC graduates who left the RVC within the last 5 years, and who graduated in BVetMed, BSc/MSci Biosciences, FdSc/BSc Veterinary Nursing..
- x March-July with employers of RVC Graduates who left the RVC within the last 5 years, and who graduated in Graduate/Postgraduate Certificate in Advanced Veterinary Nursing.

Three sources of employee contact details will be utilized in order to distribute the 'RVC Employer survey'; and to invite responses from employers:

- x RVC Graduate survey - Graduates are asked to provide the contact details of their employer through completion of the 'RVC Graduate survey'
- x 'Vet File' – list of veterinary practices owned by Veterinary Business Development, who have consented to receive third party information
- x RVC Continuing Professional Development team – list of UK veterinary practices who have consented to receive RVC communications

Results

During the Autumn term the results are considered by the relevant Course Director(s)/Yd0m Improvement Report. Their responses to these surveys will then be approved by the TQCs' 'Annual Quality Improvement Group' (see Academic Quality procedure for '[Reviews](#)

[of modules, TLiHE and BVetMed: Strands/Rotations/Electives and Research Project 2'](#)

3.3 External student surveys

The RVC normally takes part in national student satisfaction surveys to enable both current and future students to compare the College with other institutions. These include the National Student Survey, Postgraduate Taught Experience Survey, Postgraduate Research Experience Survey and the Barometer Survey.

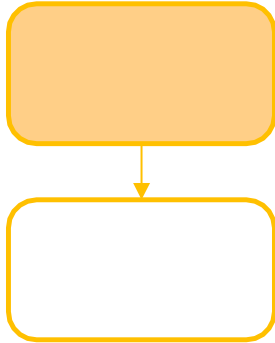


Fig 2: External Student Surveys

3.2.1 National Student Survey (NSS)

The NSS is managed by Office for Students (OfS). It is conducted annually between January-April by Ipsos MORI. Students are surveyed in their final year of BSc and MSci Bio Sciences/BVetMed/FdSc and BSc Veterinary Nursing.

The results of the NSS are published during July. The quantitative and qualitative data are collated and analysed according to course by the Academic Quality office. Qualitative data is organised under key themes.

Thresholds are applied to quantitative data, highlighting questions as:

- Blue** status where 90% or more of respondents Strongly Agree/Agree
- Green** status where 80-89% of respondents Strongly Agree/Agree
- Amber** Status where 50-79% of respondents Strongly Agree/Agree
- Red** status where less than 50% of respondents Strongly Agree/Agree

During the Autumn term the results are considered and college-wide themes identified by the External Student Surveys Results Working Group. Subsequently, relevant Course Directors respond to low scores through their completion of the standard Annual Quality Improvement Report. Their responses to the survey is approved by the TQCs' 'Annual Quality Improvement Group' (see AQA+E Procedure for 'Annual Quality Improvement Reporting process').

Members of staff will utilise 'You Said..... We Did...' to report feedback regarding progress against their actions.

3.2.2 Postgraduate Taught Experience Survey (PTES)

The RVC participates in the annual Postgraduate Taught Experience Survey (PTES) which is run by the Advance HE together with the RVC.

The survey gathers views from postgraduate students on a number of areas including their experience of learning and teaching, supervision, infrastructure, skills and personal

3.2.5 Graduate Outcomes Survey

The Graduate Outcomes survey is a national survey which captures the perspectives and current status of graduates. All graduates who completed a higher education course in the UK after August 2017 will be asked to take part in the survey 15 months after they finish their studies.

The survey is delivered by HESA (Higher Education Statistics Agency). HESA has delivered a survey of graduates since 1994/95 under the name of Destination of Leavers from Higher Education (DLHE). DLHE captured the 'destinations' (what graduates did after education) of millions of graduates over the years. In 2016, HESA carried out a full review and as a result, created the Graduate Outcomes survey.

The results of the survey are shared with Course Directors to respond to through completion of their 'Annual Quality Improvement Reports' (see Academic Quality Procedure for '[Annual Quality Improvement Reporting](#)').

4. Associated documents and procedures

4.1 RVC survey templates

- x RVC Module/Strand student survey
- x Undergraduate RVC Experience survey
- x Teaching and Learning in Higher Education survey
- x RVC Graduate Survey (recent graduates - 1 year post graduation)
 - o BVetMed
 - o FdSc Veterinary Nursing
 - o BSc Veterinary Nursing
 - o BSc/MSci Biosciences
 - o