Internal Periodic Review
1 year response report

Internal Periodic Review of: Royal (Dick) School of Veterinary Studies (UG provision)
Date of review: 26-28th April 2022
Date of 1 year response: 12th July 2023

The School/Subject Area is responsible for reporting on progress with all recommendations, including those remitted to other areas of the University for action.
 If any recommendation has been fully addressed please record the action taken and date completed.   Any barriers to progress should be highlighted on this report.

Recommendation no	Recommendation	Timescale for completion	Comment on progress towards completion and/or identify barriers to completion	Completion date
1	**Redesigning assessment (remit item):** The review team **recommends** that the school continues to explore ways to redesign assessment and is supportive of the proposed move to pass/fail assessment results. The review team also **recommends** that reflective practice as a form of assessment is introduced formally to students from first year.	**June 2023 (for relevant courses)**	**We continue to work towards programmatic assessment in the 4th year of the programme:** - **Our accreditors have commended our plans to move towards programmatic assessment following their joint visitation in November 2022** - **A PTAS application was submitted in March 2023 for the co-design of a new clinical reasoning assessment format with our students, using the open source ExamSys platform. Whilst the application was not successful, it was warmly received by the PTAS panel who have provided constructive feedback and invited a resubmission in October 2023** - **Conversations are ongoing with Jon Turner and the Curriculum Transformation Programme team to understand how CTP can facilitate a move to programmatic assessment (most recent meeting 12/07/2023)**	**Ongoing**
			BVM&S with distinction has been removed from the DRPS for students starting the programme in 2023/24.	**June 2023**
			Sessions on reflective practice already exist in professional and clinical skills courses, whilst in 2022/23 all portfolios were reviewed and feedback provided to students where further development in reflective practice was required.	**June 2023**
			We are working with MyKnolwedgeMap and our UCVME students to implement competency tracking (MyProgress) for all students starting 1st year in 2023/24. This is being run as a pilot	**Ongoing**

			project this year, with a view to informing a college tender to implement competency tracking across both the medical and veterinary programmes (key contacts Mark Hay and David Kluth). The intention is for competency tracking to underpin reflective discussions with students each semester to support their clinical skills development and engender a culture of ownership of their own learning and development. The competency tracking dashboard will be used to support our programmatic assessment at the end of 4th year.	
2	**Student Voice policy:** The review team recommends that the School further enhances the mechanisms to communicate to students on how their feedback is used and the reasons for when no action was taken. The school should work to increase student and staff understanding of the SV process.	October 2022	The Veterinary Teaching Office (VTO) led a review of our approach to our course-enhancement questionnaires (CEQs). Through meetings with the year representatives and DVSU, a new survey instrument was designed by the students and has been used for all courses in 2022/23. In addition to our existing engagement points (e.g. mid-course feedback sessions, SSLCs etc), the programme director and head of the VTO now meet the student representatives and DVSU twice a year to review the CEQ questions, responses and actions.	October 2022
3	**Return to campus (communication)**: The School has progressed with its plans and strategies for their approach and the review team supports the decision to return to campus with face-to-face teaching and learning from academic year commencing 2022/23. The review team **recommends** that flexibility is incorporated into this approach to retain the advantages of online learning, and that communication on this topic, particularly with students, is carefully managed to address the reasoning and expectations for return to campus.	October 2022	We continue to encourage students to attend classes on campus due to the significant benefits with respect to community building, professional development and student wellbeing. Flexibility is offered via lecture recordings and opportunities for practical class swaps where for example medical or other appointments necessitate.	October 2022
4	**Return to campus (logistics):** The review team **recommends** that the School ensures it is operating at full capacity if students are required to be present on campus for most/all their learning.	September 2022	The Head of School supported a return to on campus delivery for the 2022/23 academic year, with senior leadership ensuring that the campus was able to run at full capacity. We have not been made aware of any resource or capacity constraints during the 2022/23 academic year.	September 2022
5	**Support for Postgraduate Tutors and Demonstrators:** The review team **recommends** that the School explores mechanisms to formalise the feedback loop between academic staff and Postgraduate Tutors and Demonstrators	October 2022	All tutors (staff and post-graduate students) providing feedback to students during their final year rotations underwent a structured programme of training (both online and face-to-face) in early 2023. This included our residents (PGT students) and PhD students.	May 2023

6	**Wider community**: The review team **recommends** that the School explores ways to build relationships with the wider University for the benefit of the student experience.	**June 2023**	**We continue to explore options but note the issues with transport make this a challenge. We are also mindful that a number of students reside in the vicinity of the school and it is difficult to get a solution that works for all. Centrally timetabled classes were extremely unpopular when we tried this a number of years ago. We will continue to consider other options to help our students feel not only part of the school but part of the wider University. This includes engagement with the Curriculum Transformation Programme and how challenge courses could be incorporated into our highly constrained and externally accredited programme (most recent discussion 12/07/2023).**	**Ongoing**
7	**Central University:** The review team **recommends** that a policy issued from the central University around hybrid learning and working would support the School as they progress with their plans for their return to campus. The review team **recommends** that the central University engages with the School with the aim of ensuring that the resources are most appropriate for the School and its needs.		**This recommendation has been superseded by events, with the removal of all COVID restrictions and a return to a full on campus programme.**	
	Please report on steps taken to feedback to students on the outcomes of the review	Specific actions above have been progressed with our student representatives and DVSU e.g. changes to our CEQ, enhanced tutor training and competency tracking. If funded, we hope to have a PTAS project that involves our students in the co-design of a novel assessment format.		
For Year on response only	Any examples of a positive change as a result of the review	1) Enhanced feedback to students on their portfolio reflections 2) Competency tracking pilot project for 1st years starting in 2023/24 3) PTAS grant resubmission on the co-design of a novel clinical reasoning assessment format invited for October 2023 4) Campus wide training for all tutors providing feedback to final year students 5) Enhanced student engagement with our CEQ design and reporting		