

LEARNING, TEACHING, ASSESSMENT AND STUDENT EXPERIENCE STRATEGY 2024 – 2028



LEARNING, TEACHING, ASSESSMENT AND STUDENT EXPERIENCE **STRATEGY**

MISSION

The mission of the Royal Veterinary College is to be a leading international authority in education, clinical care, research, expert opinion and employment in veterinary and biomedical sciences.





COMPASSIONATE...

as we strive for happy, healthy and resilient individuals and communities.

PROFESSIONAL...

as we aspire to the highest standards of behaviour and conduct in all our work and study.

RESPECTFUL...

of one another, with tolerance and understanding at the heart of our desire to create a diverse, inclusive and open culture.

COMMITTED...

to our work and study, to our research and innovation, to our teaching and our learning, to the student experience, to the prevention and cure of disease, to the care of animals, and to our people.

CURIOUS...

in all our endeavours as we improve, evolve and innovate, being the best we can be.

INSTITUTIONAL CONTEXT

The RVC has been educating students for over 200 years; during those years it has adapted and evolved, and it will continue to do so.

It is a small and specialist higher education provider with approximately 2500 students studying biological sciences, and courses leading to the veterinary professions. The RVC prides itself on producing skilled graduates ready to work in their chosen fields and pursue further study.

It does this by providing an education that emphasises and documents the development of competence, encourages independent, collaborative and reflective study and embeds a spirit of enquiry by having staff and students actively engaged in research.

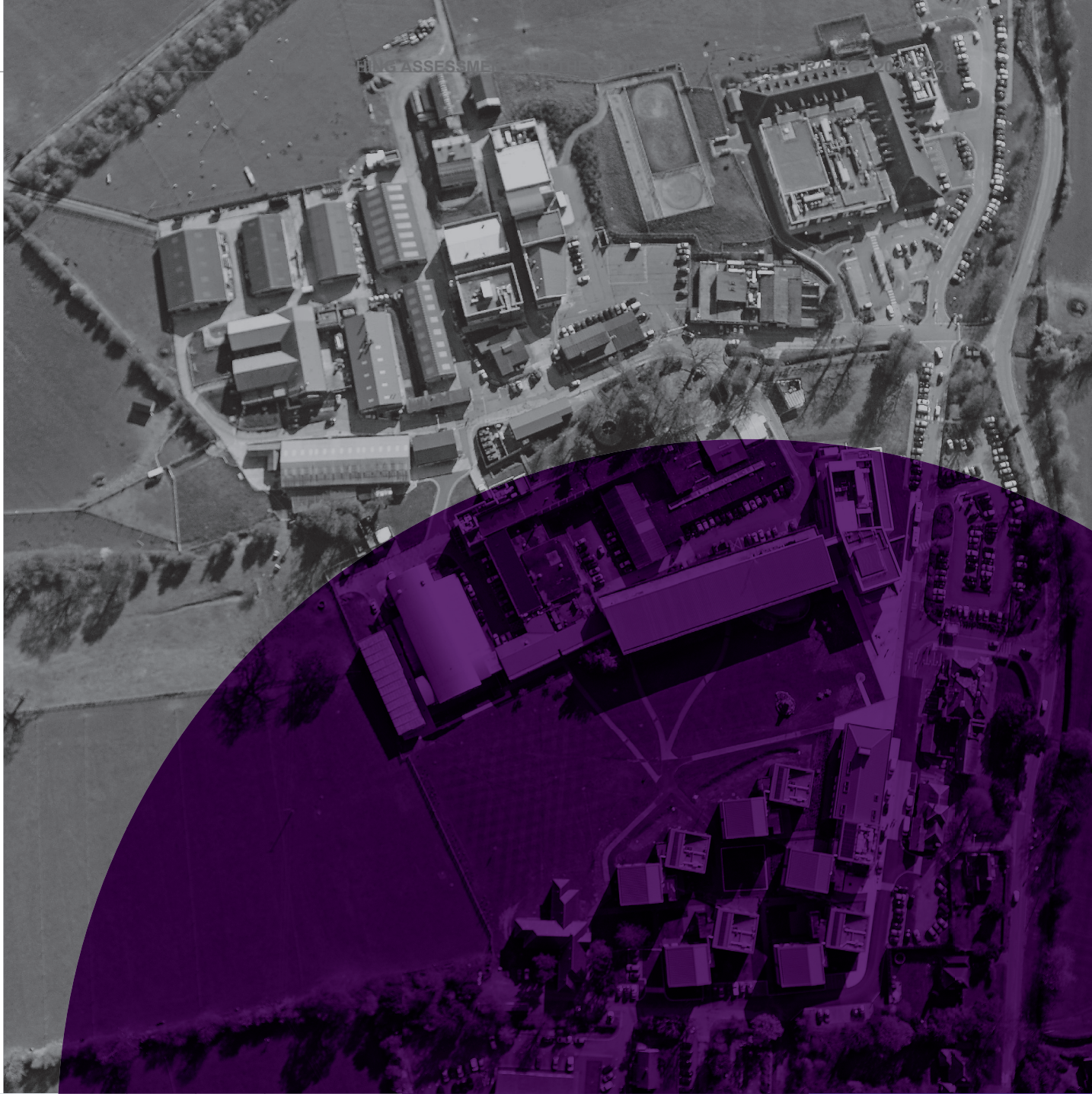
Achieving educational goals should be challenging but rewarding and students should be well supported through the challenges they will face. The student body, and the staff who teach them and with whom they interact, should reflect the diversity of the societies from which they are drawn and within which they will work.

We have made, and will continue to make, a firm commitment to providing equality of opportunity to access higher education, supporting students from diverse backgrounds to succeed in their studies and subsequently enriching the professions in which our graduates will work. In order to achieve our goals, we must develop a sustainable community with shared values that reflect and shape the past, present and future of the RVC

The lifetime of the LTASE strategy is expected to be four years covering the period 2024 – 2028. The actions outlined will be used to create an LTASE action plan and progress against those actions will be regularly reviewed by the appropriate college committees e.g. Learning, Teaching and Assessment Committee, Student Development Committee, Teaching Quality Committee and the College Executive Committee.

In order for the strategy to remain current and in view of the rapidly changing landscape of higher education this policy will be reviewed and possibly amended in academic year 2026/2027.





RVC STRATEGIC PLAN 2022-2026

In our institutional strategic plan we state that

We will...

Offer, and evolve, curricula which prepare our students for their career destinations and lifelong learning with a focus on cultural competency and learning outcomes, and deploying modes of delivery which accommodate the needs of all our students.

Optimise the student experience across all our programmes and contribute to national initiatives in developing appropriate metrics for student satisfaction and success.

Influence future policy and practice within the professions and engage with the development of new requirements and accreditation frameworks as set by regulatory bodies.

Invest further in owned and partnered initiatives and programmes in advancing our mission in a sustainable fashion.

Cement a portfolio approach to recruitment of students from a diverse range of backgrounds.

To achieve the following outcomes:

Highly skilled graduates and postgraduates that understand and address local, national and international challenges in a rapidly changing world.

Being recognised as an authority in, and an example of, quality, progressive and technologically advanced educational and professional standards.

A diverse community of lifelong learners enabled to understand and proactively curate their own learning and experiences, with a growth mindset and a continuing connection to RVC as a place to further their development.

Alumni who are considered outstanding members of their chosen areas of endeavour.

In our LTASE strategy we will build on these commitments by outlining what it will be necessary for the RVC to have, in order to achieve these goals. Specific initiatives will be outlined under the broad headings of “Community”, “Students”, “Learning”, “Teaching”, “Assessment” and “Institution”.



RVC Royal Veterinary College
University of London

> Open Day

COMMUNITY

To achieve our aims the RVC must have:

A Community that is:

- Tolerant
- Supportive
- Collaborative
- Environmentally sustainable
- International
- Diverse
- Inclusive
- Cohesive

Specific initiatives:

- Undertake a consultation on the RVC Charter and the college values to reaffirm and renew them. The outcome of this should be a set of shared values that underpin a student learning contract and staff professional behaviours.
- Review academic support; we will develop new processes, training, and sources of information to support the tutorial process to improve the support that they provide.
- Environmental sustainability will become a consideration in all college activities. We must strive as a community to minimise our negative environmental impact and achieve net zero by 2040. We will embed the principles of Educational Sustainable Development in curricular review and developments in the area of student experience.

- Set and consistently meet challenging targets in our Access and Participation Plan.
- Adopt a whole university approach to mental health and achieve the University Mental Health Charter Award.
- Implement the 'Creating A Safe and Respectful Community' Action Plan to promote respect and increase community cohesion.
- Understand the different needs of our home and international student communities and develop targeted support to improve student satisfaction.

Related Strategies include:

- Environmental Strategy
- EDI strategy
- International Strategy
- Environmental Sustainability Strategy

STUDENTS

To achieve our aims the RVC must have

Students who are:

- Engaged
- Responsible for their own education and experiences
- Respectful of and willing to learn from peers
- Not afraid of failure
- Willing to disagree well
- Consulted
- Open-minded
- Culturally competent
- Sought out by employers
- Skilled

Specific initiatives:

- In partnership with our students, develop a policy to outline expectations regarding student engagement, attendance and group work.
- Develop and integrate in all courses peer-to-peer teaching and evaluation.
- Encourage and reward involvement of students from senior years in teaching of lower years.
- Expect all staff and students to respect the right to freedom of speech, while exercising tolerance and understanding in interactions with those with whom they may disagree.
- Diversify mechanisms for capturing student feedback and find new ways to illustrate and communicate the RVC response to that feedback.
- Increase the involvement of students in the development of the courses on which they study.

- Create a programme of activities to support students' transitions from university to employment or further learning
- Development and mastery of skills will be integral to all courses. The acquisition of and reflection on a wide range of professional and personal skills will be necessary to progress through and thrive in our courses of study.
- Review our methods of student selection to maximise students' likelihood of success while at the RVC and in their subsequent careers.

Related Strategies include:

- Student Voice Strategy
- EDI strategy
- International Strategy
- Blended Learning Strategy



Group photograph of undergraduate and postgraduate RVC Scholars 2023



LEARNING

To achieve our aims the RVC must have

Learning that is:

- Challenging
- Relevant
- Active
- Inclusive
- A foundation/preparation for a career

Specific initiatives:

- Ensure all courses offer the opportunity to stimulate and challenge students so that they can achieve their maximum potential during their study, while feeling supported through the challenges they will face.
- Provide opportunities to enhance transferable employability skills for students on all programmes and create a student record of achievement to document them.
- Embed the ethos of lifelong learning and diversify the opportunities for continuation of learning after graduation for all of our students.
- Encourage students to see graduation as the beginning of another phase of development rather than the conclusion of study.
- Incorporate considerations of cultural competency in all our curricula.

Related Strategies include:

- Environmental Strategy
- EDI strategy
- International Strategy
- Environmental Sustainability Strategy



Teaching diagnostics to BVetMed students in RVC Equine



TEACHING

To achieve our aims the RVC must have

Teaching that is:

- Evidence based (learning from and undertaking pedagogical research)
- Is research informed and meets the needs of diverse learners
- Is delivered by peer communities of teachers and learners
- Recognises, respects and appreciates the different dimensions of our student-body
- Incorporates technology where appropriate
- Rises to the challenge of artificial intelligence [AI]
- Employs various methods of delivery appropriate to the intended aims while suited to the needs of diverse learners
- Coherent and well organised

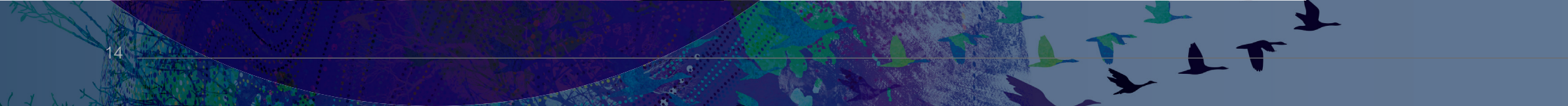
Specific initiatives:

- Encourage staff to undertake pedagogical and professional research which can inform the future development of their teaching and that of others.
- Promote and reward staff engagement with educational networks in their areas of expertise to discover and apply other pedagogical innovations (Advance-HE, RSoB, VetEd, RCVS, AAMVC).
- Ensure that those involved in teaching are supported to be actively involved in, or abreast of, research developments in the fields in which they teach.
- Offer diverse opportunities for students to undertake research in all courses at level 6 and above.
- Prepare students for a world in which the use of AI is routine by incorporating, acknowledging and critiquing the use of AI in student work, including assessments when appropriate.

- Evolve the current post-graduate course portfolio (including CPD) with a view to offering more flexible, modular, blended ways to obtain PG qualifications including the development of microcredentials and recognition of transferrable credit.
- Include learning activities that encourage interaction, engage our students' prior knowledge and range of experiences and illustrate the value of a diverse student community.

Relevant policies either developed or in development

- Blended Learning Strategy
- AI policy or adoption of Russell group policies



ASSESSMENT

To achieve our aims the RVC must have

Assessment that:

- Strikes an appropriate balance between formative and summative assessment.
- Is proportionate and does not place an inappropriate burden on students or assessors
- Is valid and reliable
- Confirms the acquisition of appropriate competences
- Incorporates the provision of valuable and timely feedback to learners
- Embeds portfolios in student and staff development as a way of visibly demonstrating learning to the learner, and those assessing their learning.
- Is inclusive
- Allows students to demonstrate that they have met appropriate professional standards.

Specific initiatives:

- Review the balance of formative and summative assessment within and across courses to ensure consistency.
- Commit to the timely provision of useful feedback to learners allowing them to modify their approach to subsequent assessments and understand the work they need to undertake to improve their performance.
- Develop valid assessments of professional competences using an array of techniques that increase in complexity as a course progresses.
- Employ portfolios to allow students the opportunity to document and reflect on their acquisition of new skills and identify skills gaps that need to be rectified.

- Focus on assessment that is both authentic and inclusive, enabling students with diverse needs to show that they have achieved important course outcomes.
- Support staff to develop appropriate assessments informed by analysis of data relating to previous students' outcomes

Relevant policies either developed or in development

- EDI Strategy
- Feedback policy

INSTITUTION

To achieve our aims the RVC must be

An Institution that:

- Seeks feedback and visibly responds
- Defines learning-gain based on the acquisition and mastery of skills.
- Recruits, retains, rewards and recognises members of staff whose main focus is on teaching, learning and assessment.
- Continues to develop pathways for teaching staff
- Develops members of staff willing and able to take on teaching leadership roles.
- Optimises quality assurance and enhancement processes and shares, collects and analyses appropriate data.
- Invests in appropriate resources – digital, physical and human resources [HR].

Specific initiatives:

- The RVC will improve the ways in which feedback from students is sought and responded to.
- We will strive to improve engagement with graduates and employers to obtain feedback.
- We will build on the definition of educational gain used in the TEF to provide a compelling demonstration of gain prior to the next TEF in three years' time.
- Continue to develop ways in which staff can be recognised and rewarded for their contribution to teaching; where teaching is held in equal esteem to research and successful teachers have clear career progression.
- Progress HR leadership development programme.
- Develop CPD pathways for AdvanceHE Fellowship to recognise the contributions of RVC academic and professional services staff to our core missions

- Review Quality Assurance processes ensuring that they are efficient and effective.
- Enhance our capacity to use data effectively allowing the institution to better understand student engagement and other KPIs.
- Understand income and expenditure associated with different learning, teaching assessment and student experience activities to ensure they are resourced appropriately.
- Work with colleagues in our Professional Service Department (PSD) to ensure appropriate resource to address issues associated with organisation and management including curriculum mapping, course approval, timetabling etc.

Relevant policies either developed or in development

- HR Strategy
- Student Voice Strategy
- PSD Operational Plan



skill
training

education

motivation

competence

lead



ONE WORLD
ONE HEALTH
ONE RVC



“The only person who is educated is the person who has learned how to learn... the person who has realised that no knowledge is secure, that only the process of seeking knowledge gives a basis for security.”

Carl Rogers Psychologist
1st President American Academy
of Psychotherapists



Established in 1791, the RVC is the UK's longest-standing veterinary college – with a proud heritage of innovation in veterinary science, clinical practice and education.