

Agenda for the meeting to be held on 19 November 2024 at 9.30 via Teams

1.	Welcome and apologies for absence	
2.	Declarations of interest	
3.	Education Committee minutes a) Minutes of meeting held on 17 September 2024	Paper attached
4.	Matters arising	
5.	Education Department update	Oral report
6.	Primary Qualifications Subcommittee (PQSC) a) Minutes of the PQSC meetings held on 15 th October and 23 rd October b) Harper and Keele Veterinary School and the Royal Veterinary College panel member names for approval c) The University of Bristol Veterinary School accreditation report after formal consultation d) Cambridge Department of Veterinary Medicine, Cambridge University accreditation event report after formal consultation e) University of Pretoria, Faculty of Veterinary Science revisit accreditation report f) AVMA Agreement g) AVBC Agreement h) VCI Agreement	Paper attached Paper attached Paper attached Paper attached Paper attached Paper attached Paper attached Paper attached
7.	Academic Integrity	Paper attached
8.	CPD and VetGDP a) Minutes of the CPD and VetGDP Compliance subcommittee held on the 5 th November	Paper attached
9.	Veterinary Clinical Career Pathways (VCCP) a) Minutes of the Veterinary Clinical Career Pathways Working Group meeting held on 16 October 2024 b) Specialty training in Veterinary Primary Care – draft curriculum purpose statement c) W1 literature review - A rapid evidence assessment informing curriculum development for Veterinary General Practice Specialty Training	Paper attached Paper attached Paper attached Paper attached

	d) W3 literature review: Developing Flexible Routes for Specialist Training: A Rapid Review of Evidence	
10	Postgraduate Symposium	Oral report
11.	CertAVP Subcommittee a) Minutes from the meeting held on 22 October 2024 b) Quality Assurance strategy	Paper attached Paper attached
12.	VN Education Committee Update	Oral report
13.	Statutory Membership Examination (SME) a) SME Results report	Paper attached
14.	Apprenticeships update	Paper attached
15.	EMS a) Hub update b) Database update	Oral report Oral report
16	Advanced Practitioner a) Criteria for AP status b) Fee for approval of qualification recognition for AP Status	Paper attached
17.	Reasonable Adjustment principles for veterinary students	Paper attached
18.	Risk register a) Items to add to the Risk Register	Paper attached
19.	AOB	
20.	Date of next meeting	27 February In person 10am

Britta Crawford
Committee Secretary
September 2024
b.crawford@rcvs.org.uk
020 7202 0777

Education Committee (EC) Membership From July 2024

Secretary: Britta Crawford

(0207 202 0777, b.crawford@rcvs.org.uk)

Bennett S	Council member
Calow AL	Council member
Howarth SD	Council member/VN Council
Hutchinson T	Council member
Law R	Student member
McIinden L	Student member
McLaughlin C	Lay member
Jones M	Council member
Ormandy E	External member,
Parkin TDH #	Council member
Reid SWJ	External member, educationalist

#Chair

Observers (non-voting)

Officer: Paterson S

Chairs of Subcommittees and Working Parties that report to Education Committee:

Certificate in Advanced Veterinary Practice Subcommittee	Calow AL
Panel of Assessors for Advanced Practitioner Status	Hutchinson T
Primary Qualifications Subcommittee	Whiting M
Specialist Recognition Subcommittee	Barrett D
Statutory Membership Examination Board	McLaughlan C
VetGDP & CPD Compliance Subcommittee	Paterson S
VetGDP & CPD Engagement Subcommittee	Cook O

Education Committee Terms of Reference

From the Scheme of delegation from the RCVS Council to committees 24 June 2024

The Education Committee shall set the policy for undergraduate and postgraduate education and training of veterinary surgeons and determine the requirements for those seeking registration, for the award of qualifications under the Charter, for continuing professional development, and for recognition as RCVS Advanced Practitioner and RCVS Specialist.

Under normal circumstances Council members will form the majority on non-statutory committees, but on Education Committee (and the Primary Qualifications Subcommittee (PQSC)) a minimum of one third and a maximum of one half of members will be co-opted external members with education expertise, for example, Heads of the Veterinary Schools or other veterinary school staff members. Two students will also sit on the Education Committee (and two on PQSC). In addition, the Chairs of the Education Subcommittees and a member of the Officer Team will sit as non-voting observers.

The Committee shall develop and keep under review education and training requirements for registration, and in particular shall:

- a. Define Day-One Competences and advise on the content of the veterinary undergraduate curriculum;
- b. Oversee the approval process and ongoing monitoring of veterinary degrees and international recognition agreements, considering subcommittee reports on appointment of accreditation panel members, accreditation event reports, follow-up reports and annual monitoring reports from veterinary schools, subcommittee reports on overseas degrees from other accrediting bodies or the College, and subcommittee reports on operation of the statutory membership examination; and,
- c. Make recommendations to Council on any change in approved status concerning registrable degrees, on the regulations governing the statutory membership examination and, on the regulations, governing practice by students.

The Committee shall develop and keep under review policy for continuing professional development, revalidation of Advanced Practitioner and Specialist status, and postgraduate training and qualifications, and in particular shall:

- a. Define Entrustable Professional Activities (EPAs) for, and monitor, the VetGDP;
- b. Set the requirements for and monitor continuing professional development within the profession;
- c. Develop and maintain a framework of College postgraduate awards, receiving reports from subcommittees on the standards for College-awarded certificates and fellowships by thesis, examinations and accreditation of other recognised postgraduate qualifications as part of the framework;

- d. Define the requirements for RCVS Advanced Practitioner and RCVS Specialist status, receiving reports from subcommittees on the maintenance of lists for Advanced Practitioners and Specialists; and,
- e. Recommend to Council amendments to the certificate rules.

The Committee shall recommend fees to the Finance and Resources Committee for all related activities, for example, application and annual fees for Advanced Practitioners and Specialists, together with reviewer remuneration; fees for Statutory Membership exam candidates and remuneration for examiners; remuneration for accreditation panel members and reviewers of Advanced Practitioners and Specialist applications.

Minutes of Education Committee (EC) meeting held at the Royal College of Nursing on 17 September 2024

EC Members:

Dr S Bennett	RCVS Council Member
Dr A L Calow	RCVS Council Member & Chair of CertAVP Subcommittee
Mrs S D Howarth	RCVS Council & VN Council Member
Mr T Hutchinson	RCVS Council Member/Chair of Panel of Assessors for Advanced Practitioner Status
Dr M Jones	RCVS Council Member
Mr R Law	Student Member
Mr L McLinden	Student Member
Dr E Ormandy	External Member & Educationalist
Professor T D H Parkin#	RCVS Council Member & Chair
Professor S W J Reid*	External Member & Educationalist
Chairs of Education Subcommittees and Working Parties that report to EC:	
Professor D Barrett	Specialist Recognition Subcommittee
Dr O Cook	VetGDP and CPD Engagement Group
Mrs C-L McLaughlan*	SME Board Chair
Dr S Paterson	VetGDP and CPD Compliance subcommittee/Officer Team member as observer
Dr M Whiting	Primary Qualifications Subcommittee (PQSC)

*Denotes absence, #Denotes Chair of this meeting,

In attendance:

Ms B Crawford	Senior Education Officer
Ms C Hobson	Examination Manager
Ms L Hogg	Senior Education Officer
Ms C Holliday	Senior Education Officer
Ms L Lockett	CEO

Mr J Nicholls	Lead for Undergraduate Education
Dr L Prescott-Clements	Director of Education
Ms Jenny Soreskog-Turp	Lead for Postgraduate Education
Ms Hayley Stinchon	Senior Education Officer
Mr Simon Wiklund	Head of Legal Services/Assistant Registrar

Welcome and apologies for absence

1. The chair welcomed everyone to the meeting, especially the new members. It was noted that Professor Reid, Professor Barrett and Mrs McLaughlan had sent their apologies.

Declarations of interest

2. Members of the committee introduced themselves. Dr Ormandy declared that she is an external examiner at Edinburgh University and Dr Calow declared that she had started a new position at Willows Veterinary Centre that is part of IVC.

Education Committee minutes

3. The minutes of the meeting held on the 21 May 2024 were agreed as a true record.

Matters Arising

4. Most of the actions from the previous meeting had been completed or were on the agenda for discussion but it was noted that the CertAVP synoptic exam still needed another examiner in Veterinary Primary Care. Ms Hogg was asked to send the committee further details of the skills and knowledge required for the examiner role so that members of Education Committee could share amongst their network/colleagues.

Action: Ms Hogg to share specification for the synoptic examiner with Education Committee

5. At the last meeting, Education Committee had also discussed developing case studies to help the committee reach decisions on accreditation statuses, but the committee felt that rather than developing fictional case studies it would be useful to better understand the criteria or circumstances for each accreditation outcome.

Education Department Update

6. Dr Prescott-Clements gave an update to the committee on the work of the Education Department. The committee heard that, after the Education Committee approved the new synoptic policy, several training sessions for examiners have been held to ensure all examiners are familiar with the new procedures. The International Accreditors Working Group (IAWG) meeting was held earlier in the summer where the sustainable accreditation pilot was discussed as a potential way to reduce the carbon footprint for accreditation visits. The digital team at RCVS have been working on the EMS database and it will be available for testing soon. The Education Department has been collaborating with the Communications Department to encourage more practices and EMS providers to sign up. It was suggested by the committee that the Heads of Schools could help with this through sharing any marketing materials with their EMS providers, encouraging them to sign up. It was noted that the lists

probably would not be able to be shared due to GDPR, but the schools could ask the providers for consent to share their details with RCVS so that they can be added to the new database.

7. Following the Council decision to bring automatic recognition of EAEVE accredited programme to an end, some European schools had been approached to see if they would be interested in direct RCVS accreditation. The visits would be joint visits with EAEVE and RCVS would be allowed up to two observers per visit. Out of the schools that had been approached so far, only one had responded and explained that RCVS accreditation was not desired at this time.
8. The committee asked if the RCVS had a written agreement with EAEVE detailing the role of the RCVS visitor in terms of representation, voting rights and contributions to meetings with RCVS queries. It had been confirmed at EAEVE general assembly that RCVS would have two observers which would have full input but not vote on EAEVE decisions, however the Education Department would check the details of the agreement.

Action: Education Department to check agreement with EAEVE.
9. Dr Prescott-Clements and Ms Lockett had attended a meeting with the Veterinary Schools of Australia and New Zealand (VSANZ), which is the Australasian equivalent of the Vet Schools Council (VSC). They had raised some concerns about the new RCVS standards, which mainly seem to be based on misconceptions, but also reported that they felt no cost and benefit in maintaining RCVS accreditation. Unlike AVMA accreditation, which brought additional funding to a programme through international student fees, RCVS accreditation did not have the same benefits.
10. The Committee asked if there had been any update regarding actions from the AVS survey and they heard that RCVS had met with AVS twice and at the last meeting it was reported that they were going to review the outcomes of discussions with stakeholders to consider next steps. At the moment, there was no further information about their plans and next steps.

Primary Qualifications Subcommittee (PQSC)

Minutes of the meetings held on 12 June and 9 August 2024

11. The chair of PQSC reported that there had been two meetings of the committee. In the first meeting on the 12 June, the committee discussed the University of Bristol Veterinary School focused revisitation report which had been returned to the school for its formal consultation period and would be considered by PQSC at the October meeting. This would then go to Education Committee in November. The committee also received the annual monitoring reports from the Australasian schools as well as progress reports from the University of Central Lancashire (UCLan) and the Scotland's Rural College (SRUC), both were progressing well and were engaged with the process and the RCVS team who visited.
12. In the meeting on the 9th August the committee reviewed the UK schools annual monitoring report clarification responses and also the first draft of the Cambridge visitation report, which had now been sent back to the school for formal consultation. The Education Committee

heard how PQSC planned an additional meeting in October to consider the Cambridge report, and it would then be presented to Education Committee in November.

Accreditation Standards: Australasian Veterinary Boards Council (AVBC) Extra-Mural Studies (EMS) differences

13. The Education Committee was presented with a paper explaining how both the RCVS and AVBC had updated their accreditation standards which include new requirements for EMS (RCVS) and the AVBC equivalent, Extramural Workplace Integrated Learning (WIL). Whilst the two policies were very similar, there were some differences which now needed to be considered in the context of RCVS accreditation of Australasian veterinary programmes.
14. Ahead of the Charles Sturt University (CSU) visit, the RCVS had been approached by AVBC for guidance on how to approach these differences, as this issue was relevant for all joint visits going forward between the RCVS and AVBC.
15. Members heard how PQSC had discussed these differences and had been satisfied that local context was acceptable in most cases, as had been the case in international accreditations to date. However, it was noted that the levels of quality assurance (QA) in place for WIL and EMS differed and needed further information. In order to move forward with discussions, PQSC recommended to EC that AVBC should be requested to further clarify how WIL is required to be structured, taught and quality assured within the programme. EC was also requested to consider the AVBC request regarding local differences in requirements whilst further information was being sought.
16. Education Committee agreed with PQSC's recommendation.

Australasian Veterinary School Visits 2025

17. There are four accreditation visits to Australia in 2025, one full joint accreditation visit to the Queensland School of Veterinary Science and three focused re-visits to Melbourne Veterinary School, University of Adelaide, School of Animal and Veterinary Sciences and James Cook University, School of Veterinary Science.
18. It was suggested to PQSC that in order to try to decrease the cost and environmental impact of the visits, arrangements could be made to coordinate the visits and only send two visitors to all four schools. PQSC considered it to be burdensome on those two considering the distances in Australia and suggested that two visitors are appointed for the Melbourne and Adelaide visitation, and two others to visit Queensland and James Cook.
19. Education Committee felt that it would be excessive for two visitors to do all four visits and agreed with the PQSC recommendation to send two teams of two panel members to cover all the visits.

St George's University School of Veterinary Medicine update

20. In February 2024, Education Committee granted St George's University an extension to de-accredit from the RCVS but requested an update regarding plans to support the remaining

seven final year students. Education Committee reviewed the update, and they were satisfied with the support being provided to the students.

University College Dublin, accreditation panel member list

21. At the PQSC meeting in August, members were asked to agree the panel member list for the focused revisit to the School of Veterinary Medicine, University College Dublin.
22. Education Committee agreed with recommendation that the following panel members be ratified for the visitation:
 - Dr Kate Richards - Chair, VPH practitioner
 - Prof Neerja Muncaster - Small Animal Education - University of Surrey
 - Prof Malcolm Cobb - Small Animal Education - University of Nottingham

Appeals process and policy

23. The RCVS appeals process was last updated in 2014 and provided a single process for all activities. Due to the range of activities now carried out, it is necessary to have slightly different procedures for different processes, as it is not possible to have a single procedure that will address all areas. Therefore, the single appeals procedure has been adapted into separate procedures to cover Veterinary Degree Accreditations and Specialist and Advanced Practitioner Applications.
24. The updated process for examination appeals will be on the agenda for the November meeting of Education Committee. Education Committee approved the appeals procedures, which will also be considered by RCVS Council.

CPD and VetGDP

Minutes of the CPD Policy and Compliance subcommittee meeting held on the 25 June 2024

25. Ms Soreskog-Turp presented the minutes from the CPD policy and Compliance meeting held on the 25 June. The committee discussed the CPD communications plan and reviewed data to confirm that all objectives of the plan had been achieved. They also discussed 1CPD reminders and reviewed the content of the emails and frequency of those reminders. The committee were informed that there are two types of reminders being sent, engagement reminders - if no CPD activities has been logged recently - and compliance reminders towards the end of the year to remind users to update their 1CPD. Dr Calow asked if she could be sent details of the frequency of reminders as a colleague had asked her for further details.

ACTION: Dr Calow to be sent details of 1CPD reminders

Terms of Reference for the 'VetGDP and CPD Engagement group' and 'VetGDP and CPD Compliance subcommittee'

26. Previously there were two separate committees for CPD and VetGDP but both committees were discussing many of the same issues such as compliance and engagement and, after discussions with the professional conduct department, it was agreed that we should have one

committee that is responsible for compliance and a separate committee responsible for policy and engagement.

27. Dr Paterson will chair the VetGDP and CPD Compliance subcommittee and Dr Cook the VetGDP and CPD Engagement Group. Education Committee were asked to review and approve the terms of reference for both committees.
28. It was noted that in the terms of reference for the engagement group it specified who the chair should be, and the committee discussed whether that should also be specified in the Compliance Subcommittee terms of reference. It was agreed that since members of the Compliance Subcommittee were appointed from within the RCVS and VN Council it was not necessary to specify who should chair the meeting, whilst the engagement group is formed of external members so it was useful to specify that the chair should be a RCVS Council member. It was agreed that for clarity that the terms of reference for the CPD VetGDP and CPD Compliance Subcommittee should be changed so that it is clear that the subcommittee should consist of members nominated within VN/RCVS Council.

Action: JST to amend Terms of reference for CPD/VetGDP Compliance Subcommittee

Correspondence a from member regarding VetGDP

29. A VetGDP Adviser and member of the profession had written to the committee seeking changes to the Entrustable Professional Activities (EPAs) for small animal vets, as they felt the current EPAs were repetitive and involved too much paperwork and data entering.
30. Education Committee was reminded that the EPAs were developed as part of the Graduate Outcomes consultation in collaboration with the profession and each EPA describes a task or an activity. They had been developed to be deliberately high level so that they could apply to different roles and different areas of work.
31. It was acknowledged that some entire clinical cases would involve performance across several EPAs, which led to the potential for recording to appear repetitive, but the committee was reassured that the IT development team have time scheduled for improving the VetGDP portfolio towards the end of 2024, which would include the ability to record a case across several EPAs.
32. Education Committee felt that it was important to ensure that it is as easy as possible to use the e-portfolio as the focus of VetGDP should be the support for new graduates in the workplace and not just data entry. The new VetGDP and CPD Engagement group will include new graduates and two appointed peer-reviewers who are familiar with VetGDP to ensure that practitioners involved in the programme within practice can help improve guidance and support.
33. Dr Prescott-Clements informed the committee that data and feedback collected since VetGDP was implemented in 2021 was in the process of being reviewed and it was hoped that the findings would be presented to the Education Committee early in 2025.

Action: Evaluation and VetGDP research to be presented to EC in 2025

34. The committee discussed and reviewed the wording for EPA 4 “Recognise a patient requiring urgent or emergent care and initiate evaluation and management”, and if “emergent” was the correct word to use and if the meaning was widely understood for vets working in practice.
35. ‘Emergent’ had originally been chosen to apply to a wide range of areas of practice so it was not a typo or a clerical error but, as the committee reviewed it, they felt that EPA 4 should be changed to: “Recognise a patient requiring urgent or emergency care and initiate evaluation and management”.

Action: Education Department to update wording for EPA 4

36. It was agreed that the chair of the Education Committee should respond to the member to explain how EPAs are used within VetGDP but also to reassure them that we are reviewing the data and feedback, and that there will be changes to the e-portfolio to make it less repetitive to record cases across EPAs. If they wanted further discussion, a meeting with the chair would be scheduled rather than further correspondence via email.

Action: The chair to respond to the member via email

Marketing of 1CPD and VetGDP

37. Mr Carton, Lead Developer at the RCVS, joined the meeting to discuss marketing of 1CPD and VetGDP. Education Committee had previously received requests from overseas parties to use products developed by RCVS such as 1CPD and the VetGDP training. The committee heard that marketing or licensing of 1CPD would be difficult and require a lot of resources as the technical specifications are closely linked with RCVS processes and databases.
38. The VetGDP Adviser training is currently available on the RCVS Academy and is accessible to all members. It would be possible to take learning resources and make it available to sell to third parties as a subscription service. It would require a further staff resource in order to move content to new learning portal and offer support.
39. Education Committee were mindful that the Education team are busy with other big projects but felt that as the RCVS are producing innovative new products/projects it would be useful to have a wider discussion at RCVS Council about licensing of RCVS products for a global audience.

Action: RCVS Council to discuss marketing of RCVS products, including VetGDP Adviser training.

Veterinary Clinical Career Pathways (VCCP)

Minutes of the Veterinary Clinical Career Pathways Working Group meeting held on the 16 July 2024

40. Ms Soreskog-Turp presented the minutes from the second meeting of the Veterinary Clinical Career Pathways (VCCP) Working Group. The working group had discussed the feedback from the initial stakeholder focus groups and had some concerns that not enough practitioners working in primary care were able to attend the in-person events and therefore recommended that some shorter online sessions are held as well. They also reviewed a first draft of the purpose statement for the curriculum for specialty training in Primary Care. The

purpose statement will be updated following the feedback from the group and presented at the next meeting of the working group and Education Committee.

Report from the first two VCCP stakeholder events

41. The first two VCCP in-person stakeholder events had been held in London and Edinburgh to get feedback and insights from members in regard to the purpose and need for developing speciality training in general practice / primary care. There had been lots of useful feedback about how the training could work and stakeholders had considered some of the potential content in terms of both professional capabilities and clinical skills. The discussion has helped establish some of the early proposals and will inform the purpose statement that is currently being developed. The discussion had also raised some valid concerns from more experienced vets regarding the potential impact on their roles, with fears about creating a two-tier system within general practice. These concerns will be discussed by the VCCP Working Group.
42. The second focus group also focused on flexible pathways to specialist training and some of the barriers faced by practitioners wanting to access speciality training and suggestions for how to overcome those barriers. It was acknowledged that the European Board of Veterinary Specialisation (EBVS) are offering alternative pathways to specialisation and as part of the Project Initiation Document (PID) there are plans to conduct interviews with some of the individual colleges to learn more. The RCVS was also awaiting the commissioned research report into flexible pathways so this workstream would be explored in more depth during 2025.
43. Education Committee were pleased with the progress but acknowledged how important it is that the RCVS engage with as many practitioners working in general practice as possible so that we bring the profession along as proposals are developed.

CertAVP Subcommittee

Minutes from the meeting of the CertAVP Subcommittee on the 24 June 2024

44. Dr Calow presented the minutes from the CertAVP Subcommittee meeting held on the 24 June. They had discussed amendments to the synoptic policy, which was then agreed by Education Committee via email. They had also approved one examiner for the synoptic exam in Veterinary Primary Care but, as had been discussed earlier in the meeting, there was still a need for another examiner and Dr Calow encouraged all members to help with recruitment. The subcommittee also recommended approval of a new designation in Equine Behavioural Medicine which was agreed by the Education Committee.

Action: Add Equine Behavioural Medicine to list of approved designations for CertAVP

VN Education Committee Update

45. Ms Howarth gave an update to the committee from the VN Education Committee. The committee heard that the review of the standards had been conducted so the vet nursing framework for education had been updated and the updates to the training were published in September. VN Education Committee would also receive an update of discussions at this meeting with the aim to improve communication between the two committees.

Statutory Membership Examination (SME)

SME Update OSCEs

46. Dr Prescott-Clements updated the Education Committee about the recent Statutory Membership Examination (SME), which again had a record number of candidates taking the exam. This was the first time the OSCEs had been held at Harper and Keele University and Dr Prescott expressed her gratitude to the staff and students at the University for helping with the exam and all the preparations. The exams had taken place over seven days with 32 examiners. It involved a lot of hard work from all parties but overall, it ran well, and the candidates were pleased with the arrangements.

Statutory Instrument update

47. The SME Board and Education Committee had previously approved some suggested amendments to the exam, which would require a new Statutory Instrument (SI) to implement, but as there had not been any parliamentary time to progress this. After meetings with Defra earlier this year, it was now looking likely that those policy updates could be considered which would allow the College to run more than one exam diet per year, change the fee structure, and allow resits of the written papers, which could make the exam more accessible and may increase the pass rate. The new SI would need to go to the Privy Council for approval, and an update will be provided to the Education Committee at the next meeting in November.
48. Any changes would come into effect from the 1st January 2025, however the SME guidance needed to be available to candidates from October so, with the permission of Defra, the guidance includes the agreed amendments, but it is specified clearly to candidates that any changes will not be definite until the Privy Council has approved them.

2025 Statutory Membership Exam (SME) Guidance

49. The SME guidance had been updated for 2025 and Education Committee were asked to sign-off the amendments. Committee members were reminded of how important it was for the guidance to be approved and sent to candidates by the 1st of October. Members were encouraged to send any typos or formatting issues to Ms Hobson as soon as possible.

Action EC members to email Ms Hobson with any changes to SME guidance

50. The committee asked if candidates could re-sit one domain of the exam would it change the methodology of the OSCE, but they were re-assured that the OSCE format would remain the same.
51. The committee inquired about how different time zones would be managed to ensure fairness for all candidates and to prevent any appeals related to the timing of the exam. The committee were informed that staggered start times are already being implemented, meaning that no one had to start their exam in the middle of the night, although some may start later in the evening. It was reminded that all candidates receive clear information about dates and time zones when they register for the exam.

52. The committee asked if the College could offer the written exam to overseas schools instead of direct accreditation, so that interested students could take the exam online. The students would then have to pay for the exam rather than the schools through RCVS accreditation so it could be worth reviewing if there isn't an interest from the school to gain direct accreditation for RCVS.

Specialists

List of specialists

53. Ms Stinchon invited Education Committee to ratify the List of Specialists presented for the period of May 2024 – September 2024. There was no objection to any of the names on the list and it was agreed that confirmation could be communicated to the individual specialists.

Action: The RCVS to contact applicants with results.

Amendments to the RCVS Specialists Information and Application Pack

54. Following a recent appeal with an unsuccessful applicant, it was suggested by the Appeals Board that the wording referencing suitable application criteria should be amended. Education Committee agreed that the following changes should be made in the RCVS Specialists Information and Application Pack:
55. RCVS Council has ruled that a Diploma of Fellowship by Thesis is, by nature, too narrow a field to be considered as a main qualification towards RCVS Specialist status and would not normally be considered as sufficient evidence alone. However, a Diploma of Fellowship by Thesis would be considered as an indicator of educational attainment if offered as with another postgraduate qualification (see Section B, paragraph 2.c.) along with evidence of a substantial number of publications in refereed journals.
56. A discussion regarding the terminology, written with reference to European diplomates, was also highlighted to be confusing throughout the pack. The Specialist Subcommittee had indicated that the emphasis should be on evidence of a European specialist being certified, not just achieving a diploma. This would ensure clarity for European specialist applicants as to what is considered acceptable application criteria. Education Committee agreed that the Specialist Subcommittee should amend the RCVS Specialist Information and Application Pack to reflect the terminology used, in line with the EBVS guidance for specialists.

Action: The Specialist Subcommittee to amend and agree terminology written regarding European specialists.

EMS Hub Materials

57. The RCVS shared links with Education Committee to two pieces of work currently in the final editing stages for inclusion on the forthcoming RCVS EMS Hub. Feedback was generally positive, however, there was apprehension regarding the 'Day in the Life' video (students on an Animal Husbandry Extra-Mural Studies (AHEMS) placement) due to this appearing as a 'Gold Standard' placement and not necessarily reflecting all EMS placement experiences. The RCVS explained to Education Committee that the aim of the video is to highlight to both students and providers 'what good looks like' and that there will also be inclusion of other materials within the RCVS EMS Hub to reflect alternative experiences.

58. Education Committee suggested that inclusion of similar pieces on different types of placements would be beneficial, particularly lambing or clinical placements. The RCVS will consider this for future development of materials.

Risk register

59. Education Committee considered the discussions and decisions at today's meeting and felt that the risk register covered all identified risks.

AOB

60. Mr Hutchinson informed the committee that the AP panel had received an application from an AP hoping to renew their accreditation and it was clear from the application that they were working at the correct level but there was an issue with the type of cases that they see as they now supervise other members of the team rather than being the solely responsible for case in line with the AP guidance. A paper to discuss the AP criteria and guidance for cases will be taken to EC in November.

Action: EC to discuss AP guidance and criteria regarding case requirement for AP status

Date of the next meeting

61. The date of the next meeting is 19 November 2024 at 9.30 via Teams.

Summary	
Meeting	Education Committee
Date	19 November 2024
Title	Minutes from the meeting of the VCCP WG meeting on the 16 October 2024
Summary	Minutes from the meeting of the VCCP WG meeting on the 16 October 2024
Decisions required	To note.
Attachments	None
Author	Jenny Soreskog-Turp j.soreskog-turp@rcvs.org.uk 020 7202 0701

Classifications		
Document	Classification ¹	Rationales ²
Paper	Unclassified	NA

¹Classifications explained	
Unclassified	Papers will be published on the internet and recipients may share them and discuss them freely with anyone. This may include papers marked 'Draft'.
Confidential	Temporarily available only to Council Members, non-Council members of the relevant committee, sub-committee, working party or Board and not for dissemination outside that group unless and until the relevant committee or Council has given approval for public discussion, consultation or publication.
Private	The paper includes personal data which should not be disclosed at any time or for any reason, unless the data subject has agreed otherwise. The Chair may, however, indicate after discussion that there are general issues which can be disclosed, for example in reports to committees and Council.

²Classification rationales	
Confidential	<ol style="list-style-type: none"> 1. To allow the Committee or Council to come to a view itself, before presenting to and/or consulting with others 2. To maintain the confidence of another organisation 3. To protect commercially sensitive information 4. To maintain public confidence in and/or uphold the reputation of the veterinary professions and/or the RCVS
Private	<ol style="list-style-type: none"> 5. To protect information which may contain personal data, special category data, and/or criminal offence data, as listed under the General Data Protection Regulation

Veterinary Clinical Career Pathways (VCCP) Working Group Notes of the meeting held on 16 October 2024

Present:	Nick Cooper	Chair
	Heather Bacon	
	*Erin Burnett	
	Tim Charlesworth	
	Karen Coumbe	
	Eilidh Corr	
	Phil Cramp	
	*John Fishwick	
	Emily Gascoigne	
	*Jennifer Hammond	
	*Peter O'Hagan	
	Aoife Reid	
	Adam Tjolle	Joined meeting at item 7
Kirsty Young		
In attendance:	Linda Prescott-Clements	Director of Education
	Julie Dugmore	Director of Veterinary Nursing
	Jenny Soreskog-Turp	Lead for Postgraduate Education

*Absent

Welcome and Apologies

1. The Chair welcomed everyone to the meeting and noted that Erin Burnett, John Fishwick, Jennifer Hammond and Peter O'Hagan had sent their apologies. Mr O'Hagan had sent comments to be incorporated into discussions.

Declarations of interest

2. Mr Charlesworth declared that he is the chairman of the Academic Board of The International School of Veterinary Postgraduate Studies (ISVPS).

Minutes from the meeting on the 16 July 2024

3. The minutes of the meeting held on 16 July 2024 were received and approved as a true and accurate record.

Matters arising

4. All actions from the previous meeting are either completed or are on the agenda for discussion.

W1 literature review - A rapid evidence assessment informing curriculum development for Veterinary General Practice Specialty Training

5. The working group received and noted the draft research report for workstream one informing the curriculum development for veterinary general practice speciality training. Dr Prescott-Clements gave an overview of the themes in the report but acknowledged that there were a limited number of relevant papers and published literature available for the review.
6. The committee was pleased to see that some of the important themes in the report included support, mentoring and role of the supervisor, which had also been consistent themes in all of the stakeholder focus group discussions.
7. The committee reviewed some of the evidence in terms of teaching and learning and felt that it would be useful for the specialty training programme to have some core modules which are the same for all, as well as more flexible modules to choose from relating to the area of practice. All pathways should be equivalent in level to other specialty training (level 8): it should be possible to be able to complete them within general practice but can't be seen as 'easy' way to become a specialist.
8. The working group noted the outcomes about teaching and learning environments, and assessment, and discussed how the training could be implemented, i.e. if it might be through a European College or by the RCVS as they felt that would impact the type of assessment chosen for the programme. Many stakeholders had expressed a wish for RCVS diploma-type assessments to be used. It was felt that it was too early to discuss assessments before details of learning outcomes and training delivery had been agreed. It was envisaged that the working group would present options for suitable learning environments for the delivery of the programme in its proposal for consultation with the profession.
9. If the training programme is implemented, the working group discussed the importance of evaluating the programme in terms of job satisfaction and retention but acknowledged that it may take a long time before any impact can be measured as it will take time before the first candidates complete the training and can start to impact general practice.
10. It was noted that some of the recommendations in the evidence review mentioned ISPVs and as that is a private organisation and not a regulator or affiliated with RCVS it should be removed. The remainder of the report was approved by the working group.

Action: JST to contact Hull York to make amendments to final report

W3 literature review: Developing Flexible Routes for Specialist Training: A Rapid Review of Evidence

11. The working group received and noted the draft research report for workstream three: Developing Flexible Routes for Specialist Training. There had been limited literature in terms of flexible training in the veterinary sector because the European Board of Veterinary Specialisation (EBVS) does not yet have sufficient quality assurance or evaluation data

available to allow a comparison of standard and flexible pathways. It was acknowledged that EBVS had been very helpful and corporative in discussing what data they have.

12. The working group noted that the report mentioned some of the risks and benefits of flexible training, i.e. including it being good for work life balance, but sometimes being perceived as inferior to standard training (perhaps unfairly – evaluation data would confirm if this were the case).
13. It was felt that in the UK, veterinary surgeons interested in pursuing specialist training are encouraged to do a traditional residency as it is difficult to standardise the alternative route. It is possible to apply for alternative route through the European colleges, but it was felt it is mostly used in countries where there are not enough specialists. It is difficult for European colleges to assess specialists across Europe to the same standard as cases will vary greatly depending on where they are based.
14. It was acknowledged that the report mentioned that the alternative route is often more difficult for a practitioner to achieve as they need to organise more aspects themselves. It used to be easier when there was a route through RCVS diploma. Miss Gasgoine mentioned that she undertook a hybrid residency and was asked to send details to the Education Department.

Action: Ms Gascoige to send details of hybrid residency to Education Department.

15. The working group felt that when they start considering options for the consultation, they need to be mindful of practitioners in rural and remote areas as time, cases and access to supervisors may be difficult. It would be useful to look at more industrial PhDs that people do alongside their work and see how they are set up.

Action: Review flexible training options for industrial PhDs

16. There was a discussion about how it would be useful to breakdown the training programme and analyse each component to see how best to assess each skill, it could be through a portfolio or trained supervisors. It was acknowledged that lack of supervisors may be a barrier and at the moment the quality of supervision vary greatly from one provider to the another.
17. The working group also felt that it was important that when reviewing options for implementation there needs to be consideration for how it would work in practice with consideration for time and resources but also how to protect time for learning so it will be important to engage with employers. It is important that a flexible pathway can be delivered both in corporate and independent practices. It may be useful to get some case studies of specialists who have undertaken an alternative pathway and discuss their experience and approach.
18. It was noted that paragraph 2.1 in report needed to be updated as it was inaccurate but other than that the report was approved and signed off by the working group.

Action: JST to contact WPG to update final report, and contact specialists who have done alternative pathways for case studies.

Primary care speciality training purpose statement

19. Dr Prescott-Clements presented a draft purpose statement for the curriculum for specialist training in primary care which had been updated following feedback from the working group and focus group discussions. Dr Prescott-Clements asked the working group to review the objectives and aims within the draft purpose statement.
20. The working group felt that the objectives were appropriate and holistic around all of the different personal, professional and clinical aspects. It is important that the training is focused on improving the effectiveness of procedures and cases being seen in a primary care setting but also raise awareness of when to refer to another clinical specialist. The working group considered whether information about referrals and the possible de-skilling of primary care practitioners (due to lack of confidence and internal referral schemes) should be included in the public facing documents or only included in papers for committee's consideration.
21. The draft purpose statement was approved by the working group and will be shared with Education Committee.

Update from the VCCP Focus Groups

22. Ms Soreskog-Turp gave an overview of the feedback from the online focus groups which had included information relating to all three workstreams. There are still another two focus groups scheduled in the next couple of weeks and the working group will receive a full report at their next meeting.
23. It was noted that the focus group for remote and rural practitioners were not as well attended as some of the others and it was suggested that RCVS may consider attending the Highlands and Islands congress in January. Ms Corr agreed to contact the organisers and ask them to contact Dr Prescott-Clements

Action: Ms Corr to contact organisers for Highland and Islands conference

Correspondence from members

24. It was noted that not all members had received the paper with correspondence from members so it was agreed that it would be sent separately following the meeting and also be discussed again at the next meeting.
Action: JST to circulate correspondence from members and add it to agenda for next meeting.

Update and discussion of next steps for all workstreams

25. The project had been running for almost a year and it was felt that it would be useful to get the working groups feedback on next steps.
26. For workstream one the research reports have been received and draft a purpose statement will be considered by Education Committee, stakeholder engagement will continue.

The next stage is for to draft syllabus and curriculum framework for the working group agreement and then once that's agreed then we will move on to options for implementation.

27. For workstream two the next step is to draft the definition of roles and it was felt that should be completed before names of roles are agreed as they can often be seen as a distraction. As part of workstream two need to engage with RCVS public advisory group.
28. For workstream three, the research report has been received and there will be a review of existing structures working closely with EBVS. It was suggested that help to gain data on flexible pathways would be useful and we should survey practitioners who have undertaken a flexible specialist training as well as supervisors to get a better understanding of benefits and challenges. It was also suggested that it would be useful to survey the individual colleges to understand their approach to flexible pathways.

Action: JST to update project plan for 2024/2025

Any other business

29. There was no other business to discuss.

Date of next meeting

30. The next meeting was planned to be in person, but several members could not attend, so it was agreed that we do a shorter online meeting instead and arrange an in-person meeting as the first meeting of the working group for 2025. Members were asked to send any dates that were already attending meetings in London to see if any suitable time could be identified.

Action: Members to send availability to JST

Jenny Soreskog-Turp
October 2024 j.soreskog-turp@rcvs.org.uk

Summary	
Meeting	Education Committee
Date	19 November 2024
Title	Minutes from the meeting of the CertAVP subcommittee on the 22 October 2024
Summary	Minutes from the meeting of the CertAVP subcommittee on the 22 October 2024
Decisions required	To note.
Attachments	None
Author	Laura Hogg l.hogg@rcvs.org.uk 020 7202 0736

Classifications		
Document	Classification¹	Rationales²
Paper & annexes	Unclassified	XX

¹Classifications explained	
Unclassified	Papers will be published on the internet and recipients may share them and discuss them freely with anyone. This may include papers marked 'Draft'.
¹ Confidential	Temporarily available only to Council Members, non-Council members of the relevant committee, sub-committee, working party or Board and not for dissemination outside that group unless and until the relevant committee or Council has given approval for public discussion, consultation or publication.
Private	The paper includes personal data which should not be disclosed at any time or for any reason, unless the data subject has agreed otherwise. The Chair may, however, indicate after discussion that there are general issues which can be disclosed, for example in reports to committees and Council.

²Classification rationales	
Confidential	<ol style="list-style-type: none"> 1. To allow the Committee or Council to come to a view itself, before presenting to and/or consulting with others 2. To maintain the confidence of another organisation 3. To protect commercially sensitive information 4. To maintain public confidence in and/or uphold the reputation of the veterinary professions and/or the RCVS
Private	<ol style="list-style-type: none"> 5. To protect information which may contain personal data, special category data, and/or criminal offence data, as listed under the General Data Protection Regulation

Minutes of the CertAVP Sub-Committee meeting held on 22 October 2024

Present: Rob White*
Zara Kennedy*
Abbie Calow - Chair
Matt Jones*
Liz Chan
Ros Carslake
Rachael Gregson
Sam Bescoby
Amanda Davies

In Attendance Laura Hogg
Linda Prescott-Clements
Jenny Soreskog-Turp
Kirsty Williams
Emma Firkins

*Absent

The meeting was held remotely by Microsoft Teams.

Apologies for Absence

1. Apologies were received from Rob White and Matt Jones.

Declarations of interest

2. There were no new declarations of interest.

Minutes

3. The minutes of the meeting held on 24 June 2024 were held as a true record.

Matters arising

4. All matters had been actioned or were on the agenda for discussion.
5. The subcommittee was informed that another veterinary primary care examiner is required for a synoptic exam to be arranged. They suggested that emergency and critical care (ECC) examiners could be approached, as there is some overlap in the designations. Liverpool said that they would send through the names of their ECC synoptic examiners. Education Committee had also been approached and asked to suggest any examiner names, but no further suggestions had been received yet.

Action: Liverpool to send LH names of ECC examiners

CertAVP Quality assurance (QA)

6. Dr Prescott-Clements introduced the paper and informed the subcommittee that the education team were looking into improving QA processes following the new synoptic policy. Through the ~~stakeholder engagement of the veterinary clinical career pathways work, (VCCP) there had been~~

some discussion around postgraduate certificates and whether some certificates are easier to obtain than others. Those discussions are not only related to the CertAVP, but it feels timely to review update our QA processes.

7. The subcommittee was informed that as part the VCCP work, Advanced Practitioner status and the qualifications that are eligible for the status will also be reviewed, as well as the QA processes and approval of qualifications.
8. The suggested changes are some minor amendments to the existing annual QA information that providers submit to RCVS on an annual basis. In addition, it is suggested that all candidates need complete an end of programme evaluation survey that candidates must complete before the RCVS will issue their CertAVP completion certificate. It was also suggested that it would be useful to capture feedback from candidates that failed the synoptic exam as it may provide additional and useful data.
9. Currently, once a provider is accredited to run CertAVP modules they are accredited indefinitely subject to satisfactory annual reports. As part of the new CertAVP processes, and in line with other RCVS processes, it is suggested that, in addition to the review of annual reports, a more comprehensive thematic analysis of QA data and module content be carried out every 5 years as part of providers' re-accreditation. The re-accreditation process is not envisaged to be onerous but ensure that content is reviewed regularly and is delivered to the appropriate level.
10. The subcommittee discussed their own experience of different postgraduate certificates and how varied they could be, and it was felt that not all appeared to be at the same educational level.
11. There was some discussion that some of the candidate feedback questions may be the same as those providers already ask candidates in their own feedback surveys. The subcommittee were informed that no questions have yet been drafted but this will be done alongside the providers to avoid any duplication.

ACTION – providers to share their feedback survey questions

ACTION – first feedback draft to come for next meeting

12. The subcommittee discussed that all providers run the modules slightly differently, but the aims will remain the same, through the updates to the QA report we will be able to check all providers are achieving the same aims.
13. The subcommittee asked that any feedback that was obtained by the RCVS be shared with the providers. It was confirmed that it would.
14. The subcommittee discussed that it would be useful to gather data on how long a candidate had been in practice when they take the synoptic exam however it was acknowledged that it is sometimes difficult to quantify the time as it will depend on individual circumstances and possible career breaks.
15. The subcommittee agreed with the suggested changes and thought they would be very helpful in providing information to drive quality improvement.

ACTION – the updated QA process to be approved by Education Committee

Veterinary Public Health (VPH)

16. Following discussions at the June meeting the RVC were contacted about whether it would be possible for them to run the VPH modules. Unfortunately following discussions with staff, they have said that this is not possible. At the previous meeting it was agreed that if RVC were not able to provide assessment of these modules, then the subcommittee would discuss the next steps regarding removing the designation.
17. The subcommittee discussed the low pass rates for these modules and agreed that the designation should be removed for now as it was not possible to achieve. Should the modules be available in the future the designation could be reinstated.
18. The subcommittee suggested that the candidate could potentially use the Masters from RVC they were planning to complete as a possible route to Advanced Practitioner status.

ACTION – candidate to be informed and designation to be removed from the website

CertAVP module updates

19. The subcommittee was presented with a list of modules whose module documents had not been updated for some time. Mrs Carslake mentioned that some of the diagnostic imaging modules had recently been reviewed but not yet sent through for approval.
20. The subcommittee agreed that delegating the modules to be reviewed between the providers based upon who runs the modules would be the best approach. Modules that had not been reviewed for 10 years would be looked at first. There was discussion that some modules may not need too many changes and should not take too long to move into the new template.

ACTION – secretary to circulate modules to review and delegate to providers

Statistics

21. The statistics were noted.

Any other business

22. The subcommittee had been sent doodle polls for dates for 2025 meetings and were asked to complete them.

Date of the next meeting

23. The date of the next meeting is to be arranged.

Laura Hogg
October 2024
l.hogg@rcvs.org.uk

Summary	
Meeting	Education Committee
Date	19 November 2024
Title	Proposals for the Quality Assurance (QA) of CertAVP
Summary	<p>This paper summarises the QA processes currently in place at the RCVS for CertAVP programmes and providers which have been previously accredited by RCVS to deliver programmes.</p> <p>It also proposals for additional procedures that would ensure that CertAVP module content is being delivered at the correct level, remains current, and is meeting the demand of veterinary surgeons undertaking the certificate.</p> <p>The CertAVP subcommittee reviewed the proposal at its meeting on 22nd October and suggested some changes which have been reflected in this paper.</p>
Decisions required	Education Committee is asked to approve the updates.
Attachments	<p>Annex 1: template for universities seeking approval to deliver CertAVP modules.</p> <p>Annex 2: Proposed quality assurance data</p>
Author	<p>Laura Hogg</p> <p>l.hogg@rcvs.org.uk</p> <p>020 7202 0736</p>

Classifications		
Document	Classification¹	Rationales²
Paper & annexes	Unclassified	XX

Background

1. The aim of the RCVS Certificate in Advanced Veterinary Practice (CertAVP) is to provide a modular route to a recognised level of attainment for practising veterinary surgeons, so that they may perform as competent independent practitioners, delivering a consistently high standard of practice to their clients.
2. The format of the CertAVP is as follows:
 - a. To be awarded an undesignated CertAVP, a candidate would need to complete six modules (one 'A' module, one 'B' module and four 'C' modules – see [Certificate in Advanced Veterinary Practice \(CertAVP\) - Professionals \(rcvs.org.uk\)](#)). Candidates are able to take C modules across different designations for an undesignated certificate if they wish.
 - b. To be awarded a designated CertAVP (e.g. CertAVP(SAM)), a candidate would need to take the module combination relevant to that designation and also pass the synoptic exam.
3. Apart from some exceptional cases, the RCVS does not itself undertake the assessment of individual modules but instead devolves responsibility for this to accredited universities. The RCVS encourages universities to integrate the RCVS framework of modules with their own postgraduate awards in order to give candidates a wide range of progression pathways to postgraduate qualifications.
4. Universities apply for RCVS accreditation to run the CertAVP modules. This accreditation currently involves the review of an application (see template Annex A) submitted by the university, by the CertAVP sub-committee. This accreditation takes place once at the first application and continues subject to satisfactory annual reports.
5. All universities that are accredited to offer modules of CertAVP are asked to submit an annual report, for quality assurance (QA) purposes. This report is considered by the CertAVP sub-committee as part of its remit to oversee the quality assurance of the CertAVP. It will enable the RCVS to compare data year-on-year and establish and monitor trends.
6. Following feedback from candidates and examiners about the quality of CertAVP modules, including the currency and level of content taught, and the assessment process, the Education Team has undertaken a review of QA processes for the CertAVP.
7. This paper presents a proposal for an updated, evidence-based approach to quality assurance and accreditation of CertAVP modules, to maintain the respect for the programme and trust in the RCVS.

Quality Assurance (QA)

8. As part of the internal review it has been noted that, although we collect a range of statistical data as part of the annual reports, these provide the CertAVP subcommittee with limited insights into the quality of the modules in terms of teaching, learning and assessment.
9. There is some further data that would be useful for us to collect in order to that that all programs are of high quality, consistent, credible, and relevant, thereby protecting the interests of students and maintaining the integrity and reputation of the RCVS.
10. As part of our internal review, we have examined the necessary information and assurance we need in order to ensure we can gather sufficient details about the program and the quality assurance undertaken by the provider. We have made some changes to the CertAVP Annual Quality Assurance Report for providers to complete, the updated report can be found at Annex B, annotated in red with new proposals.
11. To summarise we propose:
 - a. To develop a standardised format for the reporting of statistical data, to assist with thematic analysis over time.
 - b. To recommend core questions to include within module feedback questionnaires for candidates.
 - c. To include a report from the RCVS observer to support the quality assurance of synoptic examinations.
 - d. To develop a standardised report format for the data extracted from external examiner reports, and module reviews.
 - e. To re-emphasise the need for providers to share details of their programme / module reviews for CertAVP as part of the QA report.
12. Student feedback is collected by the universities and reviewed by CertAVP subcommittee, but it is also suggested that RCVS ask candidates to complete an end of programme evaluation before they receive their certificate. This information will help to assure the Education Committee that the content of the modules is being delivered to the correct level but also that the CertAVP is meeting the needs of the profession. The feedback will be shared with the providers.

Provider Accreditation

13. Currently, once a provider has been accredited to run CertAVP modules, this accreditation runs indefinitely *subject to satisfactory annual reports*. Each year the annual report is considered by the sub-committee, but this report is usually presented in isolation and themes across a number of years may not be captured. Furthermore, candidate feedback on modules – or the synoptic exams – has a variable response rate and varies in the questions asked across providers.
14. As part of the CertAVP processes, and in line with other RCVS processes, it is suggested that, ~~in addition to the review of annual reports, a more comprehensive thematic review of QA data~~

and module content be carried out every 5 years to renew the providers accreditation. The re-accreditation process is not envisaged to be onerous but ensure that content is reviewed regularly and is delivered to the appropriate level (level 7 of the Further and Higher Education Qualifications (FHEQ))

15. It is proposed that the RCVS also develops candidate feedback surveys and implements these prior to certificates being awarded, to increase consistency and response rate.

Next step

16. Education Committee to review and agree the updates to the QA process for CertAVP.

Annex A
Application for accreditation to assess RCVS Certificate in Advanced Veterinary Practice modules

Name of provider institution	Module title and RCVS ref no where applicable	
Address (including postcode)		
Faculty/department		
Person responsible for this application	Name	
	Tel no	
	Email address	
Email address for public enquiries (if different)		
Name of suitably qualified module leader who will have academic accountability for the QA of the module		
Academic partnering. Provide details of any partnership arrangements with other organisations to provide modules		
Has the module been developed by the provider (Y/N)? If yes, attach draft of module curriculum.		
Course provision. Where applicable, describe how the module is linked to provision of teaching or tuition by the applicant or its partner organisations. Where teaching is		

Name of provider institution		Module title and RCVS ref no where applicable
available, describe its provision in terms of type (full-time, part-time, distance learning, on-line etc) and duration.		
Assessment strategy. Describe the proposed assessment approach and methods making reference to the assessment guidance produced by RCVS.	To add section on coursework requirements not constituting assessment of learning objectives / knowledge i.e. case log, reflection.	
Assessors. Describe your approach to the selection and appointment of suitably qualified and experienced assessors.	Add section on training and QA of assessors	
Assessments – frequency and location. Describe how often assessment will be held and where they will take place.		
QA processes/policy: link or attach document		
Academic linkages and credit arrangements. a. Describe any proposed linkages between the module and other postgraduate academic programmes. b. Describe any proposed academic credit arrangements associated with provision of the module, including requirements for award of additional qualifications and recognition of modules assessed by other providers.		

Name of provider institution	Module title and RCVS ref no where applicable	
Enrolment & assessment fees. Detail the separate fees which you propose to charge for tuition (where applicable) and for assessment.		
Other relevant information. Provide other relevant information about the proposed provision of the module.		
<i>On behalf of the University, I certify that I have read the RCVS's accreditation agreement for universities awarding modules as part of the Certificate in Advanced Veterinary Practice, and agree that the university will abide by the conditions of accreditation.</i>		
The following information is attached		
Proposed curriculum for new modules		Tick
Sample module credit certificate		
Accreditation Fee		
Other		
Signature of accountable member of staff (eg academic Registrar, or Head of Department		
Date		
A signed hard copy of this application is to be sent to:	Education Department Royal College of Veterinary Surgeons	
An electronic of this application is to be sent to:	certavp@rcvs.org.uk	

CertAVP Annual Quality Assurance Report

All universities that are accredited to offer modules of CertAVP are asked to submit an annual report that includes the information listed below. This report will be considered by the CertAVP sub-committee as part of its remit to oversee the quality assurance of the CertAVP. It will enable the RCVS to compare data year-on-year and establish and monitor trends.

The RCVS has delegated responsibility for quality assurance to the universities and each university will consequently have its own system for monitoring quality. As we do not wish universities to duplicate effort, you may wish to provide the following information by submitting copies, or extracts, of reports that you use internally for quality assurance purposes e.g. reports to committees and/or external examiners' reports.

The annual report should include the following information:

1. Overview of quality assurance procedures

Please give a brief description of your quality assurance procedures relating to the CertAVP and the modules you have been accredited by RCVS to award. In particular, provide information about the arrangements for appointing, coordinating, standardising and training assessors/examiners, ensuring fair assessment and maintenance of standards over time. (N.B. This information should be provided as part of the first annual report and can then be updated, where appropriate, rather than repeated, in subsequent years). We propose to list these for each module, and request updates and / or data collected as a result of these procedures. We will also maintain a log of the examiner data as indicated above.

2. For each module offered and in the past year since the previous report:

- Total number of candidates enrolled (by year of enrolment)
- Total number of candidates assessed
- Number of assessment attempts taken per individual
- Total number of module passes
- Total number of module fails
- Number of passes and fails by assessment method
- Number of passes and fails by length of time in practice of candidates
- Number of reasonable adjustments (if any)
- Number of appeals (if any) and their outcome
- Copy of the module reviews and any updates that have been made
- If any modules been formally reviewed, please provide details of the review
- If any changes been made to the content or assessment, please provide details of the changes

3. For each synoptic examination (where offered) and in the past year since the last report:

- Number of passes and fails by length of time in practice of candidates. Providers do not currently ask for this data?

- Number of reasonable adjustments (if any). **Amend to requests made and provided / refused.**
- Number of special considerations (if any).
- Number of appeals (if any) and their outcome.

4. Student Feedback

- A summary of student responses
- Actions resulting from issues raised

5. External Examiner's report – using template provided

- External examiner's report
- Response from the university
- What sample size is used when examining assessments completed, and results found.

Summary	
Meeting	Education Committee
Date	19 November 2024
Title	Apprenticeships update
Summary	<p>Since the introduction of a medical doctor apprenticeship degree in 2023, the committee has been updated on developments towards the introduction of veterinary apprenticeship degree.</p> <p>This paper provides a summary of the actions that have taken place so far.</p>
Decisions required	None – To note
Attachments	None
Author	Kirsty Williams Education Quality Improvement Manager k.williams@rcvs.org.uk / 02 079 651105

Classifications		
Document	Classification¹	Rationales²
Paper	Unclassified	

¹Classifications explained	
Unclassified	Papers will be published on the internet and recipients may share them and discuss them freely with anyone. This may include papers marked 'Draft'.
Confidential	Temporarily available only to Council Members, non-Council members of the relevant committee, sub-committee, working party or Board and not for dissemination outside that group unless and until the relevant committee or Council has given approval for public discussion, consultation or publication.
Private	The paper includes personal data which should not be disclosed at any time or for any reason, unless the data subject has agreed otherwise. The Chair may, however, indicate after discussion that there are general issues which can be disclosed, for example in reports to committees and Council.

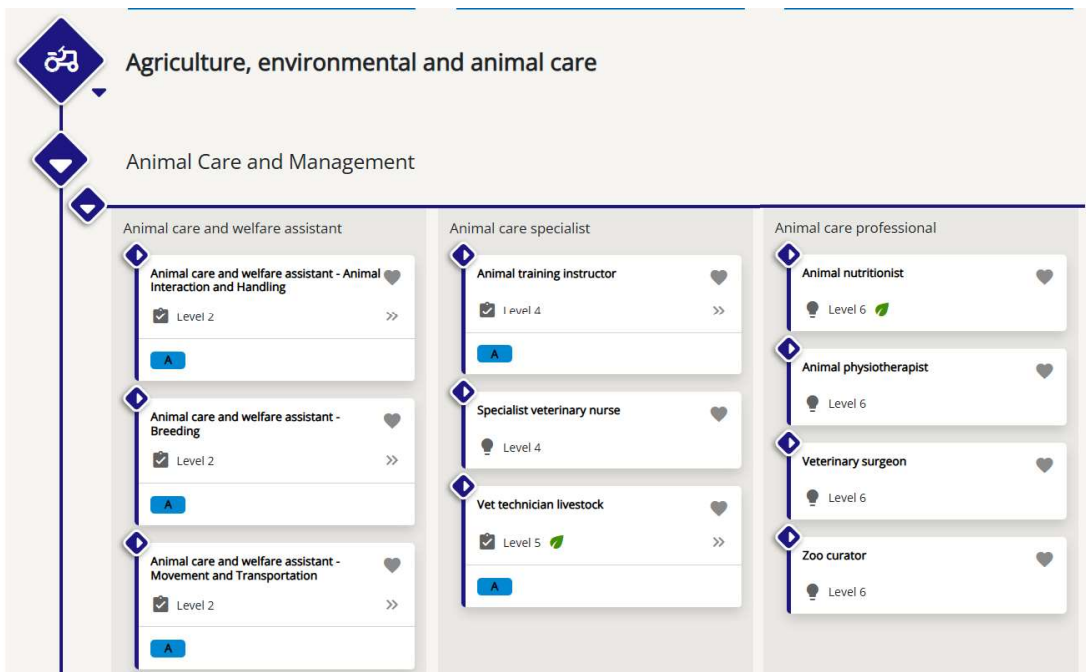
²Classification rationales	
Confidential	<ol style="list-style-type: none"> 1. To allow the Committee or Council to come to a view itself, before presenting to and/or consulting with others 2. To maintain the confidence of another organisation 3. To protect commercially sensitive information 4. To maintain public confidence in and/or uphold the reputation of the veterinary professions and/or the RCVS
Private	<ol style="list-style-type: none"> 5. To protect information which may contain personal data, special category data, and/or criminal offence data, as listed under the General Data Protection Regulation

Background

1. The last update about apprenticeships was presented to Education Committee at the meeting in February 2024. Although the committee wished apprenticeships to remain on the agenda, it was agreed that it would only be included if there was anything new to report.

Update

2. In August 2024, The Institute for Apprenticeships and Technical Education (IfATE) occupational maps were brought to our attention and specifically the Animal Care and Management Map:



3. On drilling down into the Veterinary Surgeon standard, the following wording was shown:

This is a standard/occupation where the route panel has identified an employer/industry need; however, a Trailblazer Group has yet to be formed to develop it. These standards provide a future focus to the maps, and will be added to as route panels identify employer/industry need. If you would like to learn more about developing this standard, get in touch at Enquiries.IFA@education.gov.uk.

Reference: OCC1281

Status: Potential occupational standard

4. An enquiry was sent to ask about the progress towards the apprenticeship being confirmed, and to advise that it should be delivered at a level 7 not level 6. The response was:

“When we set up the maps we added any occupations that we thought had the potential to be developed in future. No work on this has begun yet as it is dependent on employers coming forward to develop it. It was discussed recently with our Vet Care Assistant trailblazer group and those employers were supportive of it.

If typical training is at Level 7 then it is likely that the information is incorrect and the apprenticeship could be developed at Level 7.”

5. At this stage, no further follow up was made by the RCVS as the regulatory body is not able to start the trailblazer group.
6. In September, Dr Prescott-Clements met with an owner of a large veterinary centre, who was keen to progress the apprenticeship degree further. She is planning on submitting a formal enquiry into iFATE to get the process underway to set up a Trailblazer group, which is the start of the process to set up a new apprenticeship degree. As an employer, she also wished to explore the potential for running veterinary and vet nursing apprenticeships side by side. She has developed some links with apprenticeship education providers as well as linking with Professor Elizabeth Hughes from Health Education England, to learn what she could from their experiences in the process.
7. The funding for apprenticeships still remains an issue, being capped at £27,000 which will cover a 3-year program but not a 5-year program. Currently the medical doctor apprenticeship degree has funding topped up by the NHS, which is not an option for veterinary apprenticeship degrees.
8. Updates on the formal enquiry process, which is envisaged to take 10 – 12 weeks once the paperwork has been completed and submitted, have been promised.
9. In addition, Education Committee are asked to note the following recent announcement.
https://feweeek.co.uk/all-level-7-apprenticeships-will-be-axed-skills-minister-suggests/?mc_cid=2a45d8b63b&mc_eid=0ac44a856a