

City University of Hong Kong (CityU) Jockey Club College of Veterinary Medicine and Life Sciences Accreditation Event

12-16 June 2023

Report to the Council of the Royal College of Veterinary Surgeons (RCVS)
in accordance with Section 5 of the Veterinary Surgeons Act 1966

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List of panel members

Prof. Liz Mossop, Chair, RCVS

Dr Celeste Bertolini, RCVS student representative

Dr David Black, RCVS

Dr Valentina Busin, RCVS

Dr Michael Frill, RCVS

Mrs Jo Oultram, RCVS

Prof Sheena Warman, RCVS

Also in attendance:

Mr Jordan Nicholls, RCVS Lead for Undergraduate Education

Background

1. The RCVS accreditation event for the Bachelor of Veterinary Medicine (BVM) programme at City University of Hong Kong (CityU), Jockey Club College of Veterinary Medicine and Life Sciences (JCC), took place from January 2023 to June 2023.
2. Stage one of the event involved consideration of evidence uploaded to the RCVS repository by the School, in support of the accreditation standards. A substantial amount of information comprising input, process and outcomes evidence, was considered by all members of the accreditation panel and staff within the RCVS Education Department, and a risk-based approach was taken when deciding on the scope and focus of the visitation. Panel members completed their initial review of the evidence independently of each other and made an assessment of where it was felt that standards were met with multiple sources of robust outcomes evidence, or where further evidence and / or triangulation was required during the visitation stage of the accreditation.
3. Following initial review of the evidence in the repository, the panel met to agree on the scope and focus of the visitation. During this meeting, the evidence available for each accreditation standard was considered and discussed in depth, which informed their decision on which questions/areas of exploration were needed on the visit, and which groups of stakeholders were required in order to collect this additional information or triangulate existing evidence.
4. Following this meeting, RCVS staff compiled a detailed list of questions for stakeholder groups, along with specific areas/facilities needing to be seen directly by panel members during the visit, including both on-site and off-campus facilities. This list was then used to draft a visit schedule in conjunction with the School.
5. The panel was present at the School from Monday 12th to Friday 16th June 2023. The panel split into two groups for various tours (locations visited can be seen on the schedule in annex 3), but otherwise stayed together as one group for all meetings with stakeholders. The report on each of the RCVS accreditation domains and associated standards, therefore, represents the combined views of the whole RCVS panel.
6. The evidence rubric can be seen in annex 1. This details the evidence gathered at each stage of the accreditation event, and which each panel member voted on compliance with, against each individual standard. Commendations are provided, along with recommendations (which the School must do in order to meet a standard) and suggestions (where the standard is being met but more can be done to go above and beyond the standard threshold). Commentary and rationale to support any commendations, recommendations and suggestions is provided for context.
7. The School's response to this report can be found at annex 2 and contains a timeline/action plan for the addressing of standards which are not met, or partially met, along with any timelines/plans for implementing suggestions from the report. Following the committee decision on accreditation, these actions are monitored annually.
8. The final schedule for the visitation, including the groups of stakeholders met with during the visitation, can be seen in annex 3.

9. This report is considered separately by both the RCVS Primary Qualifications Sub-Committee and the RCVS Education Committee in order to reach a decision on accreditation status for the BVM programme.
10. The Chair, accreditation panel members and the RCVS would like to thank the University and especially the Dean, Professor Vanessa Barrs, and her staff, for their hospitality, openness, and collegiate cooperation during the visitation. The panel was also grateful for all the work that the School staff had put into preparing the thorough repository of evidence in stage one of the event, which formed the basis for discussions/triangulation during the visitation. Further thanks are given to Shirley Chu and Candice Mo for their support throughout the process; their patience and professionalism in the face of requests (often at short notice) was much appreciated by the panel.
11. Finally, the panel members really valued the opportunity to meet with the School's students, who are without any doubt an asset to the School.

Summary of findings

Domain 1 – The Learning Environment

Commendations

- The School is to be commended for its investment in high quality facilities which are clearly enhancing the student experience. (Standard 1.1)
- The School is commended on its use of technology in enhancing teaching. (Standard 1.6)
- The CityU Ambulatory Service Team covering production animals, based at Trinity Towers, is to be commended for its positive impact on animal health and welfare in the wider region. (Standard 1.8)
- The Clinical Skills Lab team is to be commended for its commitment to student learning and innovative practices. (Standard 1.13)

Suggestions

- Whilst the panel recognises the University approach to allocation of accommodation, given the intensity and time commitment of the programme, the School is encouraged to liaise with the Central University to prioritise allocation for veterinary students. (Standard 1.1)
- It is suggested that the School reinforces to students the differences in welfare standards in all locations wherever rotation teaching takes place (including international placements). (Standard 1.2)
- The School should consider independent assessment of practice standards based on the School's chosen scheme, currently ASAV AVHS for small animal facilities and RCVS PSS for equine facilities. (Standard 1.4)
- The School should continue to develop their quality assurance of the PhD programme, for example by provision of formal training for supervisors and monitoring of student progression (Standard 1.14)
- The School is encouraged to take steps to foster an enhanced culture of collaboration and community amongst the PhD cohort. (Standard 1.14)

Domain 2 – Organisation, Culture and Values

Commendations

- The School is to be commended on its proactive approach to seeking feedback via various mechanisms, and engaging with the local veterinary professionals in Hong Kong. (Standard 2.3)
- The School is to be commended for the establishment of the Diversity, Equity and Inclusion committee, which is the first of its kind within CityU. (Standard 2.4)
- The sustainable approach taken at the CityU Farm to minimise its environmental impact is to be commended. (Standard 2.6)

Recommendations

- The School must review the BVM Risk Register to more clearly identify various types of risk. Key strategic risks must be more clearly detailed with clear mitigations in place. A more active process to manage risks, including new and emerging risks in real time, would be advantageous. (Standard 2.2 partially met)

Domain 3 – Educational Governance and Quality Improvement

Commendations

- Panel members commend the willingness of the government, CityU and HKJC to financially support the new School facilitating excellent facilities, equipment and student support. (Standard 3.4)
- The commitment and enthusiasm of all staff, at all levels, in supporting the student experience is to be commended. (Standard 3.5)

Recommendations

- The School must routinely analyse demographic data in relation to student performance and cohort outcomes. (Standard 3.10 partially met)

Suggestions

- As the dataset builds, it is suggested that the School undertakes further analysis of demographic data of applicants and their progression through the admissions process, the outcome of student admissions and their subsequent performance. (Standard 3.6)
- The School should consider the use of workplace based assessments such as mini-clinical examinations (mini-CEX) and entrustable professional activities (EPAs). (Standard 3.14)

Domain 4 – Supporting Students

Commendations

- The School and City U are to be commended for the readily accessible counselling support available to students, and the strong relationship between the School team and this central service. (Standard 4.1)
- The School is to be commended for its responsiveness to student feedback, which is clearly appreciated by the different cohorts and is impacting the programme positively. (Standard 4.9)

Suggestions

- Whilst students provided very positive feedback on their mentors overall, the School should consider embedding a formal opportunity to access mentors within timetabled sessions, in order to ensure a consistent experience. (Standard 4.8)
- The school should consider a more formal mechanism of closing the loop on student feedback (for example a regularly published "You said we did"), so that, as the cohort size grows, all students are aware of actions taken. (Standard 4.9)
- Although students are aware of the behaviours expected of them, the school should continue to encourage familiarity with the concept and requirements of Fitness to Practise and clarify

the level of inappropriate behaviour which would trigger a Fitness to Practise procedure, as well as promoting awareness of the RCVS Code of Professional Conduct. (Standard 4.13)

Domain 5 – Supporting Educators

Recommendations

- All staff, including technicians, offsite providers and veterinary nurses, involved with student teaching must complete a quality assured programme of teacher training. Records of training completion must be centrally recorded and tracked. (Standard 5.1 partially met)

Domain 6 – Curriculum and Assessment

Commendations

- The School is to be commended for its proactive approach to engaging with EMS providers, developing relationships which clearly benefit both parties. (Standard 6.9)
- The current opportunities for student involvement in research are to be commended. (Standard 6.22)

Recommendations

- The school must ensure that assessments (e.g. MCQs) throughout the programme follow good practice guidelines, and that all assessors are fully trained. (Standard 6.17 partially met)

Suggestions

- The School is encouraged to continue to liaise with the Central University over the relevance of subjects studied in year one of the programme. (Standard 6.5)
- The School is encouraged to consider including the compulsory Veterinary Public Health EMS rotation as part of the core curriculum. (Standard 6.13)
- The School should work to fully implement its assessment strategy, with consideration of a more integrated programmatic approach and strategic use of authentic assessments earlier in the curriculum. (Standard 6.14)
- The School should continue to develop question banks, and also post examination review approaches as the cohort size increases. (Standard 6.15)
- The School should continue to monitor student assessment load and timings. (Standard 6.18)
- The School should consider formalising the appointment of an external member on the assessment panel. (Standard 6.19)
- The School should continue to build on its processes for programme-level analysis of rotation assessment data to inform faculty training and rotation development. (Standard 6.20)
- Given the availability of educational expertise, the school should be encouraged to include educational topics in student research projects. (Standard 6.22)

Annex 1 - Accreditation Rubric

Domain 1 - The Learning Environment														Comments	Recommendations	Suggestions	Commendations	
Standard	Repository Evidence						evidence needed on visitation?	Visitation Evidence			Recommended Outcome							
	Supporting evidence # 1	Type	Supporting evidence # 2	Type	Supporting evidence # 3	Type		Supporting evidence # 1	Supporting evidence # 2	Supporting evidence # 3	Standard Met	Partially Met	Not Met					
1.1	The spaces, infrastructure, physical and digital resources across the programme must provide an effective and safe learning and teaching environment, support student welfare, and meet the needs of educators and support staff.	Floor plans of facilities with photos and descriptions	I	Book space policy	I	Student feedback forms	O	Triangulation only	Direct observation on tours	Meetings with staff	Meetings with students	Standard met			There is obvious investment in generally outstanding current facilities, with further development underway, such as the Jockey Club One Health Tower. The panel noted that at the Zodiac practice there was a carpeted corridor leading to a secondary isolation suite and an imaging room. Student accommodation is limited and allocated on a very competitive basis, dependant on community and sporting activities, which veterinary students find difficult to achieve given the nature of the programme.		1. Whilst the panel recognises the University approach to allocation of accommodation, given the intensity and time commitment of the programme, the School is encouraged to liaise with the central university to prioritise allocation for veterinary students.	2. The School is to be commended for its investment in high quality facilities which are clearly enhancing the student experience.
1.2	The learning environments across the programme must ensure the health and safety of students, staff and animals and comply with all relevant jurisdictional legislation including health, safety, biosecurity and UK animal welfare and care standards.	H&S Policies	I	Various SOPs	I	Evidence of issues arising and being actioned by the School	O	Triangulation only	Direct observation on tours	Meetings with staff	Meetings with students	Standard met			It was demonstrated that although some animal welfare standards observed by students during teaching was not to UK Welfare Standards, they were being taught best practice from a UK context		3. It is suggested that the School reinforces to students the differences in welfare standards in all locations wherever rotation teaching takes place (including international placements).	
1.3	All learning environments (within the school and off-site) must be quality assured to ensure appropriate standards of teaching support and learning outcomes are achieved.	QA undertaken using the Australian Veterinary Association manual	I	Evidence of rotation QA	P	Rotational feedback from supervisors	O	Yes	Meetings with staff	Discussions on tours	Meetings with providers	Standard met			Robust Quality Assurance processes are in place with continuous feedback being provided to offsite locations.			
1.4	The learning environments across all aspects of the programme must demonstrate good practice standards and promote high standards of animal husbandry and care at all times.	HKVA own self assessment using RCVS assessors	I	Clinical rotation site visits	P	Evidence of welfare concerns being actioned	O	Yes & triangulation	Direct observation on tours	Meetings with staff	Meetings with providers	Standard met			Practice standards are assessed internally against the Australian Small Animal Veterinarians Accredited Veterinary Hospital Scheme standards for the small animal hospital, and RCVS PSS standards for the equine facilities at Beas River and Sha Tin. Tablelands Veterinary Service is registered as a small animal and production clinic with the Queensland Veterinary Surgeons' Board.		4. The School should consider independent assessment of practice standards based on the School's chosen scheme, currently ASAV AVHS for small animal facilities and RCVS PSS for equine facilities.	
1.5	Normal and diseased animals of the principal domestic and non-traditional/exotic species must be available for instructional purposes, either as clinical patients or provided by the school. The school must provide access to sufficient numbers and range of animals and animal material to provide the necessary quantity and quality of animal husbandry and clinical instruction to meet the programme learning outcomes and achieve the RCVS Day One Competences.	Student and rotation supervisor feedback forms provided	P	Animal Use Policy	I	Animal Use log for all species	P	Yes	Direct observation on tours	Meetings with teaching staff	Meetings with students	Standard met			Although there are no sheep in Hong Kong, appropriate mitigations have been put in place including novel clinical skills models and access to goats.			
1.6	There must be sufficient up-to-date and well-maintained learning and teaching equipment to support the programme effectively, readily accessible by students.	Multiple lists and photographs of equipment provided.	I	Maintenance log and report samples provided	P			Yes & triangulation	Direct observation on tours	Meetings with teaching staff	Meetings with students	Standard met			There is a clear investment strategy in modern equipment with good student access.			5. The School is commended on its use of technology in enhancing teaching.
1.7	The school must ensure students have access to a broad range of diagnostic and therapeutic facilities, of sufficient standard and in number to enable learning outcomes to be met and achievement of the RCVS Day One Competences.	Broad range of diagnostic and therapeutic facilities provided across CityU sites	I	Positive feedback regarding facilities across a selection of responses	O			Yes & triangulation	Direct observation on tours	Meetings with teaching staff	Meetings with students	Standard met			Panel members were shown a wide range of facilities, which were of sufficient standard, with supported access for students.			

Domain 1 - The Learning Environment														Comments	Recommendations	Suggestions	Commendations	
Standard	Repository Evidence						evidence needed on visitation?	Visitation Evidence			Recommended Outcome							
	Type = Input (I), Process (P) or Outcomes (O)							Supporting evidence # 1	Supporting evidence # 2	Supporting evidence # 3	Standard Met	Partially Met	Not Met					
	Supporting evidence # 1	Type	Supporting evidence # 2	Type	Supporting evidence # 3	Type		Supporting evidence # 1	Supporting evidence # 2	Supporting evidence # 3	Standard Met	Partially Met	Not Met					
1.8	A supervised field service and/or ambulatory programme must be available as part of the programme, in which students are offered multiple opportunities to obtain clinical experience under field conditions.	I	Documents of JCC ambulatory service, Trinity towers production animal ambulatory service	I	Student feedback on ambulatory rotations positive.	O	Yes	Direct observation on tours	Discussions with ambulatory rotation teaching staff	Meetings with students	Standard met				The CityU Ambulatory Service Team covering fish, poultry, swine, and small ruminants has been developed with good student involvement. The ambulatory base is well equipped. The ambulatory service is currently fully funded by the Hong Kong government, and appears to be making a real difference in enhancing animal health and welfare within the community. All horses in Hong Kong are kept in Hong Kong Jockey Club facilities. Field service for horses is based at one of these large equestrian facilities with excellent caseload.			6. The CityU Ambulatory Service Team covering production animals, based at Trinity Towers, is to be commended for its positive impact on animal health and welfare in the wider region.
1.9	Appropriate isolation facilities/provision must be available at all sites where clinical instruction is delivered, or be able to be supplied when needed, to meet the need for the isolation and containment of animals with communicable diseases. Students must receive instruction within this environment on how to provide for animal care in accordance with accepted best practice for prevention of spread of infectious agents.	I	Isolation facilities and policies in place for VMC, Equine (BREC), CityU farm and ZPEH	I	Teaching on biosecurity is embedded into modules mapped against OIE D1Cs	P	Yes	Direct observation on tours	Meetings with teaching staff		Standard met				All facilities included appropriate isolation with good student access. Signage explaining procedures and PPE were in place.			
1.10	Clinical education in veterinary public health training must be complemented by direct exposure in commercially run, approved abattoirs.	I	Sheung Shui Slaughterhouse approved by Food and Environmental Hygiene Department (FEHD), contract seen	I	Photos of the slaughterhouse	I	Lots of student feedback on the rotation, mainly positive	O	Triangulation only	Direct observation on tours	Meetings with teaching staff	Meetings with students	Standard met		The abattoir facilities observed for pigs and cattle were appropriate. Approval certification is in place with local authorities. The panel noted that JCC had gone to some lengths through government channels to secure abattoir access for students.			
1.11	Patient medical records within all sites used for clinical teaching must be comprehensive and maintained in an effective retrieval system to efficiently support the teaching, research, and service programmes of the school.	I	Various PMR systems available, with varying levels of access for students	I	Video demonstration of students using patient records system on rotation	P	Student feedback on rotations show majority feel that opportunities for writing medical records are excellent	O	Triangulation only	Direct observation on tours	Meetings with teaching staff	Meetings with students	Standard met		Practice Management Systems are in place at each location, to which students have ready access, particularly on the VMC placement, and the Beas River placement.			
1.12	Students and educators must have timely access to literature and information resources relevant to the programme. An appropriately qualified individual must be available to support students and educators in the effective retrieval of information.	I	CityU Run Run Shaw library stock list. Healthy budget for acquiring new resources	I	Stats provided showing increase in use of Canvas	P	Student feedback collected and responded to	O	Triangulation only	Direct observation on tours, virtual library tour	Meetings with staff	Meetings with students	Standard met		The central library services are comprehensive, with excellent student support, and strong investment plans for resources. WiFi for digital access and a basic range of books are available on all rotations.			
1.13	Students and educators must have timely access to non-animal resources relevant to the programme.	I	Extensive lists and photos of clinical skills lab models and equipment provided	I	Bi-annual audit of equipment undertaken	P	Strong student feedback on adequacy of physical resources in preparing for OSCEs	O	Triangulation only	Direct observation on tours	Meetings with staff and students	Clinical skills presentation	Standard met		The skills lab is well funded and supported by enthusiastic and skilled staff. Innovative models and use of the lab is well embedded within the curriculum. Resources have been developed to help mitigate aspects of caseload that are unavailable in Hong Kong.			7. The Clinical Skills Lab team is to be commended for its commitment to student learning and innovative practices.
1.14	The school must establish post-graduate programmes such as internships, residencies, and advanced degrees (e.g., MSc, PhD), that enrich, complement, and strengthen the professional programme.	I	Various postgrad programmes in related/complementary subjects	I	Evidence of PhD students involved in veterinary programme delivery – TA duties	P	Programme completion data provided	O	Triangulation only	Meetings with senior team	Discussions on tours	Meetings with PhD students	Standard met		Initial PhD programmes are in place. Internships and residencies are being developed and will be implemented within the next few years.			8. The School should continue to develop their quality assurance of the PhD programme, for example by provision of formal training for supervisors and monitoring of student progression. 9. The School is encouraged to take steps to foster an enhanced culture of collaboration and community amongst the PhD cohort.

Domain 2 - Organisation, Culture and Values													Comments	Recommendations	Suggestions	Commendations		
Standard	Repository Evidence						Further evidence needed on visitation?	Visitation Evidence			Recommended Outcome							
	Type = Input (I), Process (P) or Outcomes (O)							Supporting evidence # 1	Supporting evidence # 2	Supporting evidence # 3	Standard Met	Partially Met					Not Met	
	Supporting evidence # 1	Type	Supporting evidence # 2	Type	Supporting evidence # 3	Type												
2.1	The school demonstrates effective strategic & operational planning, including evidence that goals are being achieved in a timely manner.	CityU strategic plan 2020-2025	I	Log of BVM programme and course changes	P	University approval for BVM curriculum changes	O	Yes & triangulation	Overview presentation from the Dean	Meetings with senior team		Standard met			There is a strategic and operating plan in place, although there have been some delays to building plans, due to various factors. However, the panel was shown evidence that progress is being made with the new building.			
2.2	The school must have a system in place to identify, actively monitor and address risks to any aspect of the vet programme.	BVM Risk Register	I	BVM course risk assessment log	I	CityU Risk Matrix and Risk Register	I	Yes & triangulation	Meetings with senior team			Partially Met		Panel members were shown a Risk Register which included H&S Assessed risks and more strategic risks. These were not laid out in a structured way and it was difficult for the panel to identify key risks. An initial system to identify and monitor risks is being put in place, but not communicated to all levels of staff.	10. The School must review the BVM Risk Register to more clearly identify various types of risk. Key strategic risks must be more clearly detailed with clear mitigations in place. A more active process to manage risks, including new and emerging risks in real time, would be advantageous.			
2.3	The school can demonstrate a culture which is inclusive, actively seeking and responding to feedback from stakeholders, and involving them in decisions relating to programme development, delivery, and enhancement.	JCC BVM DEI Action Plan	I	Committee Minutes with student involvement in these meetings	P	Year 4 Host Agent Defence Module Feedback	O	Yes	Meetings with senior team	Presentation from the Dean	Discussions on tours	Standard met		Evidence was seen of feedback from multiple stakeholders, which seemed to be pro-actively sought and acted upon. Stakeholders including local practices and the Hong Kong Veterinary Association were obviously very supportive of JCC and were keen to support the programme.			11. The School is to be commended on its proactive approach to seeking feedback via various mechanisms, and engaging with the local veterinary professionals in Hong Kong.	
2.4	The school must actively promote and maintain a culture that does not discriminate and enhances diversity, consistent with applicable law. Diversity may include, but is not limited to, race, religion, ethnicity, age, gender, gender identity, sexual orientation, cultural and socioeconomic background, national origin, and disability. There must be reporting mechanisms in place for any individual to raise concerns about discrimination and harassment. Universities must be prepared to withdraw from teaching contracts with partner practices / organisations if they fail to respect the guidance for this standard.	2023 Anonymous Staff survey	I	Policies related to EDI, SEN, sexual harassment	I	JCC Seminars	I	Yes	Meetings with staff	Meetings with students	Meetings with providers	Standard met		There is an active Diversity Equity and Inclusion Committee in place. This is the first committee of its kind in the whole University and has active and successful involvement of students on the committee.			12. The School is to be commended for the establishment of the Diversity, Equity and Inclusion committee, which is the first of its kind within CityU.	
2.5	The school must demonstrate a positive learning culture that investigates, reflects, and learns from mistakes and adopts effective reporting mechanisms and sharing of best practice. Students and staff should feel safe in raising and reporting concerns, and these must be dealt with effectively.	Outline of committee structures	I	Clinical rotation supervisor form	I	Student feedback reports and committee minutes	O	Yes	Meetings with senior team and teaching staff	Meetings with students	Discussions on tours	Standard met		Although the panel members observed examples of high quality teaching and resources, sharing of best practice appears informal within the School, and the panel were unable to consistently evidence whether this culture is present within the wider School community. This is related to the small numbers of the teaching staff, where informal sharing is appropriate.				
2.6	The school must demonstrate a commitment to environmental sustainability, including consideration of the impact of delivering the programme on the environment.	CityU sustainability policy	I	BVM sustainability initiatives	I	CityU Environmental Report	O	Yes	Discussion with curriculum staff	Direct observation on tours	Meetings with students	Standard met		Evidence was seen that all locations are making efforts to be environmentally sustainable. The CityU Farm was utilising waste products as much as possible for feeding cattle, utilising electric farm machinery and processing all manure produced on the farm. Milk from CityU is processed through Trappist Dairy and sold on campus.			13. The sustainable approach taken at the CityU Farm to minimise its environmental impact is to be commended.	

Domain 3 - Educational Governance and Quality Improvement													Comments	Recommendations	Suggestions	Commendations		
Standard	Repository Evidence						Visitation Evidence			Recommended Outcome								
	Type = Input (I), Process (P) or Outcomes (O)						Further evidence needed on visitation?	Supporting evidence # 1	Supporting evidence # 2	Supporting evidence # 3	Standard Met	Partially Met					Not Met	
	Supporting evidence # 1	Type	Supporting evidence # 2	Type	Supporting evidence # 3	Type												
3.1	The school must be part of an accredited institution of Higher Education and be recognised and autonomous within that institution with accountability for the quality of the veterinary programme (including the RCVS standards being met).	Statement written by Vet School to illustrate autonomy	I	A high level example of autonomy stated in the narrative (regarding course changes)	I	Example of Audit trail changes	O	Triangulation only	Meetings with senior team	Meeting with President		Standard met			The School is part of CityU which is accredited by the Hong Kong Government and has accountability for the quality of the veterinary programme.			
3.2	The school demonstrates a commitment to continuous quality improvement across all accreditation standards and aspects of the programme, informed where possible by measurable outcomes and stakeholder engagement.	Strategic plan for whole HEI included, as well as JCC strategic and operational plan	I	Student feedback and actions listed	O	Department academic advisers (DAA) and External Academic Advisor reports submitted as per chapter 11 of the Quality manual	O	Yes & triangulation	Meetings with stakeholders	Meetings with staff	Tours	Standard met			Panel members were shown evidence of good continuous input into the programme from stakeholders.			
3.3	The head of school or dean must be an MRCVS. They must have appropriate knowledge and expertise of the veterinary profession, academic affairs and leadership, and have control over the budget for the veterinary programme.	Dean has appropriate veterinary qualifications and expertise	I	City U financial policies and procedures manual is highlighted demonstrating the level of financial autonomy of the Dean	I	Recruitment of Dean Process and Status	P	Triangulation only	Discussion with Dean	Finance presentation and discussion		Standard met			Evidence seen of annual rebudgeting. HoVS has autonomy over budget within envelope set by the University.			
3.4	Finances must be reviewed regularly in line with strategic plans and be sufficient to sustain and enhance all aspects of the veterinary programme(s) for the duration of all current cohorts, including teaching and learning, infrastructure, teaching resources and students / staff support.	JCC financial data 2018 – 27	I	UGC have confirmed funding for years 5 and 6 of the programme for now and the future	I	Financial policies	I	Yes	Meeting with finance director	Review of account summary	Meeting with HKJC Executive Director	Standard met			The University allocates an annual budget to JCC, which appears ample for running the programme. There is evidence of extensive additional donations from investments and benefactors. The University has a very healthy capital reserve which generates interest. From this capital expenditure projects can be funded and courses supported.			14. Panel members commend the willingness of the government, CityU and HKJC to financially support the new School, facilitating excellent facilities, equipment and student support.
3.5	The managerial, academic and support staff must have the necessary skills and experience for their role and be sufficient in number to support the effective design, delivery and quality assurance of all aspects of the programme.	Staff list provided and range of vacancies in each dept	I					Yes	Meetings with support staff	Discussions on tours	Meetings with senior team	Standard met			The School is now attracting and retaining staff. This has improved significantly over the last few years which have been a challenging time in Hong Kong.			15. The commitment and enthusiasm of all staff, at all levels, in supporting the student experience is to be commended.
3.6	The school must demonstrate that the recruitment, selection and appointment of students, educators and staff are open, fair, transparent and free from bias.	Staffing procedures for City U provided	I	Exit Interviews	P	Unsuccessful Appointment Offers	P	Yes	Meetings with senior team	Meetings with support staff	Meetings with teaching staff	Standard met			Admissions staff are trained and a proactive committee oversees the process. Some data analysis takes place, which would benefit from being extended, although the panel members understand the current small data set. In particular, analysis of applicant demographic data such as gender, ethnicity, socioeconomic and educational backgrounds, would help ensure freedom from bias and support the school's work on Widening Participation and Diversity, Equity and Inclusion. Recruitment processes for educators and staff appear transparent and fair.			16. As the dataset builds, it is suggested that the School undertakes further analysis of demographic data of applicants and their progression through the admissions process, the outcome of student admissions and their subsequent performance
3.7	The school must have effective and transparent educational governance systems, with formal committee structures, which develop and continually monitor, assure, and enhance the quality of veterinary education and the student experience across all aspects of the programme.	Committee structures show the lines of communication and decision making	I	Comprehensive review of committee minutes	P	Document to track curriculum changes since the programme commenced	O	Yes	Meetings with students	Meetings with staff		Standard met			Whilst committee structures have had some recent changes, these appear to be robust overall with good student engagement.			
3.8	The school must have robust mechanisms for quality assurance and improvement, embedded into policy and processes, which routinely gather data to demonstrate that organisational and educational objectives are being met and opportunities for improvement are identified and responded to.	Log of programme changes	O	Quality assurance committee has a representative from JCC	I	Comprehensive Assessment Policy	I	Yes	Meetings with teaching staff	Meetings on tours	Meetings with students and stakeholders.	Standard met			The School has multiple and proactive methods for gathering feedback from students, and responds rapidly. However, a more formal closure of the feedback loops would be welcomed by students. (Please refer to Suggestion in Standard 4.9)			

Domain 3 - Educational Governance and Quality Improvement														Comments	Recommendations	Suggestions	Commendations	
Standard	Repository Evidence						Further evidence needed on visitation?	Visitation Evidence			Recommended Outcome							
	Type = Input (I), Process (P) or Outcomes (O)							Supporting evidence # 1	Supporting evidence # 2	Supporting evidence # 3	Standard Met	Partially Met	Not Met					
	Supporting evidence # 1	Type	Supporting evidence # 2	Type	Supporting evidence # 3	Type												
3.9	Mechanisms for quality assurance and improvement must encompass both internal and external review and data collection and analysis.	QA policy and procedures for CityU	I	Actions from previous AVBC and RCVS visits have been logged	O	External QA and QI Final	P	Yes	Meetings with teaching staff	Stakeholder meetings		Standard met			Mechanisms to capture feedback from placement providers, students and staff are in place. Assessment outcomes are considered by the Assessment Panel.			
3.10	The school must evaluate students' performance, progression and outcomes with respect to information on equality and diversity and provide support for groups where disparities are identified.	ToR for BVM DEI committee – includes student representation	I	DEI committee formed in 2022	P	BVM GPA Statistical Analysis	O	Yes	Meetings with senior team	Meetings with teaching staff			Partially met		Evidence could not be found that the outcomes for different demographic groups are routinely analysed. Analysis of applicant demographic data such as gender, ethnicity, socioeconomic and educational backgrounds, would help ensure freedom from bias and support the School's work on Widening Participation and Diversity, Equity and Inclusion.	17. The School must routinely analyse demographic data in relation to student performance and cohort outcomes.		
3.11	The school must regularly review curricula, using available quality assurance data and feedback from students, educators and stakeholders, to ensure standards are being met and maintained.	Curriculum review process and committee described	I	Graduate Exit survey and Employers Survey	P	Evidence of curriculum review by external individual	P	Yes	Meetings with teaching staff	Meetings with students	Discussion with senior team	Standard met			There are ongoing reviews, that are timely based on student feedback. Large scale review cannot take place until outcomes data are available.			
3.12	The school must have effective processes in place to monitor attrition and progression rates in relation to admissions and selection criteria and student support if required.	Process for monitoring student progress	I	The student handbook provides details of the sanctions imposed if a student fails a module	I	Changes to admissions criteria focuses on academic achievement	O	Yes	Meetings with senior team	Admissions presentation		Standard met			Students are tracked through the curriculum with low attrition rates, and this is fed back to the admissions committee for consideration.			
3.13	The school must have effective processes in place to ensure that a continual commitment to student learning and teaching is demonstrated within all locations where clinical teaching takes place.	Clinical placement agreements	I	Student case records indicate full details of cases	P	Clinical rotation student feedback forms samples	O	Yes & triangulation	Discussions on tours	Meetings with stakeholders	Meetings with staff	Standard met			The requirement for commitment to student learning and teaching is clearly identified in contractual agreements with partners.			
3.14	The school must demonstrate that only students who are fully Day One Competent are able to graduate.	OSCE standard setting and grades	P	Clinical Rotation Assessment Strategies	I	Clinical rotation student handbook	I	Yes	Discussion with providers	Meetings with staff	Meetings with students	Standard met			Whilst no graduate outcomes data are available, providers were extremely positive regarding student levels of competence and confidence. Final year assessments were of an appropriate standard and high quality.	18. The School should consider the use of workplace based assessments such as mini-clinical examinations (mini-CEX) and entrustable professional activities (EPAs).		

Domain 4 - Supporting Students														Comments	Recommendations	Suggestions	Commendations	
Standard	Repository Evidence						Visitation Evidence			Recommended Outcome								
	Supporting evidence # 1	Type	Supporting evidence # 2	Type	Supporting evidence # 3	Type	Further evidence needed on visitation?	Supporting evidence # 1	Supporting evidence # 2	Supporting evidence # 3	Standard Met	Partially Met	Not Met					
4.1	Effective processes must be in place to support the physical, emotional and welfare needs of students.	I	BVM Student Wellbeing and Welfare Guidelines, CityU Sexual Harassment Policy and Procedures.	I	A wide range of information linked to different support services access and information for students	I	Feedback on Counselling Service and SEN Service Bi-annual Review of Academic Advising Effectiveness; BVM Attrition and Progression Analysis	O	Triangulation only	Meetings with students	Meetings with support staff	Tours	Standard met			Event was seen of proactive support for students, including learning and counselling services which are centrally provided and easily accessible. The Student Development Services team are aware of veterinary student specific challenges and are proactively working with staff members.		19. The School and City U are to be commended for the readily accessible counselling support available to students, and the strong relationship between the School team and this central service.
4.2	The school must have a strategy for widening participation which considers all aspects of diversity and engages students from different ethnic and social backgrounds. The school must be proactive in their marketing to attract a diverse cohort of applicants and regularly review and provide evidence of, their progress towards targets.	I	Widening participation strategy (2020 & 2023); BVM Outreach and Publicity Plan 2022-2023	I	BVM Admission Committee Minutes.	P	BVM student diversity data; Longitudinal data (gender & applicant type)	O	Triangulation only	Admissions presentation	Meetings with staff	Meetings with students	Standard met			There is a strategy in place which is showing positive signs as more cohorts are admitted. The ambition and plans described were admirable, and reported to be well received by the university, where this has not previously been an area of focus.		
4.3	The school must provide accurate and current information regarding the educational programme easily available for prospective students. The information must include the accreditation status of the degree course (whether by RCVS or other relevant accrediting bodies), selection and progression criteria, the demands of the course and the requirements for eventual registration/licence, including fitness to practise.	I	BVM Fitness to Practise Guide; Information for Prospective BVM Students; BVM Exhibition Poster	I	BVM Attrition and Progression Analysis; Sample of current student grades matched to criteria	O		O	Yes and Triangulation	Admissions presentation	Meetings with staff	meetings with students	Standard met			Website information is well put together, students reported easy access to information and a responsive admin team to queries.		
4.4	Selection and progression criteria must be clearly defined, defensible, consistent and free from discrimination or bias. The criteria must also include relevant factors other than academic performance. The academic requirements for entering the programme must be sufficient for the student to cope with the demands of the programme upon entry.	I	BAC ToR and Membership 2023 admissions; BVM Admissions Policy - 2023; JUPAS Admission Appeals Process for Regraded Exams	I	A selection of committee minutes and the interview schedule, sample interview questions	P	BVM Selection Process Student Feedback all cohorts combined; BVM Selection Process Student Feedback by cohort 2017-2022	O	Triangulation only	Admissions presentation	Meeting with teaching staff	meetings with students	Standard met			Oversight of processes is through the admissions committee. Evaluation of data and training is in place. Evaluation will become more extensive as the cohort size grows		
4.5	The school must demonstrate their selection and progression criteria and processes are effective in identifying students with the potential to achieve the RCVS Day One Competences. This must be achieved through regular and effective training for staff involved and the routine collection and analysis of selection and progression data, to enable them to evaluate, reflect and adjust the selection and progression criteria where necessary.	I	A selection of staff training for admissions	I	Example Admissions Questions Adjustments; Log of BVM Admission Requirement Changes	P	Attrition of BVM students; BVM Selection Process Student Feedback all cohorts combined; BVM Selection Process Student Feedback by cohort 2017-2022	O	Triangulation only	Admissions presentation	Meetings with staff		Standard met			The Admissions Committee oversees process, evaluates data and makes changes as needed. Training is in place.		
4.6	There must be clear policies and procedures as to how applicants with disabilities or illness will be considered and, if appropriate, accommodated on the programme, taking into account the requirement that all students must be capable of meeting the RCVS Day One Competences by the time they graduate.	I	Admissions Processes - Students with Disabilities	I	BVM SEN Students - Examples; Email - Student Request for Counselling; CityU Mental Health Report	P	Achievement of Students with Disabilities; Summary of Feedback on Counselling Service and SEN Service	O	Triangulation only	Admissions presentation	Meetings with staff	Meetings with students	Standard met			Information is clearly available to applicants, utilising UK HEOPS standards.		
4.7	Students must be actively supported to develop resilience, self-reflection and professional values in line with the RCVS Code of Professional Conduct and must not be subject to behaviour which undermines their professional confidence, performance or self-esteem at any sites where teaching and / or learning takes place.	I	Seminar on Resilience in the Veterinary Profession; How to Write Reflective Diaries by Course; A selection of syllabi detailing where mental health in vets has been covered in these modules	I	EMS Reflective Diaries combined; JCC Completions or Enrolments for Courses in Student Welfare; Inaugural BVM Year 1 Teamwork and Leadership Orientation Camp 2022	P	CityU BVM Employer Survey; Master Log of EMS Concerns Complaints; TLQ report Cohort 2017 Clinical EMS; TLQ report Cohort 2018 Pre-clinical EMS	O	Triangulation only	Meetings with students	Meetings with staff	Discussions on tours	Standard met			There is clear curricula content covering these professional skills, with no evidence of undermining behaviour on rotations. Staff are enthusiastic and engaged, while students reported very positive experiences.		

Domain 4 - Supporting Students														Comments	Recommendations	Suggestions	Commendations	
Standard	Repository Evidence						Further evidence needed on visitation?	Visitation Evidence			Recommended Outcome							
	Type = Input (I), Process (P) or Outcomes (O)							Supporting evidence # 1	Supporting evidence # 2	Supporting evidence # 3	Standard Met	Partially Met	Not Met					
	Supporting evidence # 1	Type	Supporting evidence # 2	Type	Supporting evidence # 3	Type												
4.8	Students must receive continuous and effective educational support to enable them to achieve the learning outcomes of the programme and the RCVS Day One Competences, including the provision of regular, constructive and meaningful feedback on their performance and progress in a timely manner.	I	A range of inputs regarding student feedback, assessment and rotations	P	Feedback Methodology Examples; OSCE Feedback; Various examples of feedback	O	Year 3 Animal Body student feedback & response 2019-2023	O	Triangulation only	Meetings with students	Meetings with tutors	Discussions on tours	Standard met			There is clear evidence of a culture of giving and receiving feedback, in a timely manner. A policy on assessment feedback is in place. Mentor access needs formalising as students had variable experiences. Structured and informal feedback is given.	20. Whilst students provided very positive feedback on their mentors overall, the School should consider embedding a formal opportunity to access mentors within timetabled sessions, in order to ensure a consistent experience.	
4.9	Effective processes must be in place by which students can convey their needs and wants to the school. The school must demonstrate how student feedback is considered and acted upon.	I	Membership and ToR of Committees and Student Involvement	P	Mechanisms for Student Feedback Provision	O	Student Feedback (TLQs).pdf - 21/22 module feedback for a mix of courses; Case report allegation of cheating and action plan; Focus group feedback. Includes a letter to students saying what has been done as a result of the feedback; Case Report Student Feedback Assessment Load; Case Report Student Feedback on assessment change and action plan	O	Triangulation only	Meetings with students	Meetings with tutors	Meetings with providers	Standard met			There is clearly open culture, encouraging feedback which is appreciated by students, and acted upon. No formal loop closing with students was evident.	21. The school should consider a more formal mechanism of closing the loop on student feedback (for example a regularly published "You said we did"), so that, as the cohort size grows, all students are aware of actions taken.	22. The School is to be commended for its responsiveness to student feedback, which is clearly appreciated by the different cohorts and is impacting the programme positively.
4.10	The school must provide students with a mechanism, anonymously if they wish, to offer suggestions, comments, and complaints regarding the compliance of the school with the RCVS standards for accreditation and that Day One Competences are being met. All such feedback from students must be reported to the RCVS as part of the annual report.	I	Email BVM Suggestion and Feedback Box; From student handbook; An anonymous suggestion box is located in the lobby of the JCC General Office for staff and students to offer suggestions, comments, and complaints.	P	Log of Student Feedback on Practice Standards and Animal Welfare	O		O	Triangulation only	Meetings with students	Observation on tours		Standard met			Anonymous mechanisms for feedback are available to both staff and students, via email and suggestion box routes. As a new School, not yet part of RCVS annual monitoring cycle.		
4.11	The basis for decisions on progression (including academic progression and professional fitness to practise) must be explicit and readily available to the students. The school must provide evidence that it has effective processes in place to identify and provide remediation and appropriate support (including termination) for students who are not performing adequately in any area of the programme.	I	Fitness to Practise policy; DegreeWorks Guide for Academic Advisors Mentors; Identification and provision of remediation	P	Degree Works Student Examples	O	BVM Student Exit Interview; Student Withdrawal Applications; Joint PH & VCS Assessment Panel and Student Progression	O	Yes and Triangulation	Meetings with assessment staff	Assessment presentation	Meetings with students	Standard met			Information is included in student handbook. 1-2-1 remediation is provided as required, with robust tracking of student performance overall.		
4.12	The school must ensure that students are competent and sufficiently experienced in animal handling before they begin clinical placements and / or workplace learning, and that they are fully briefed regarding all relevant Health and Safety matters.	I	Animal Husbandry EMS student guide; Pre-clinical and Clinical EMS student guide	P	VM1001 Pre-EMS Animal Handling Skills Assessment; VM1002 Husbandry EMS assessment	O	Husbandry EMS self assessment Cohort2019	O	Triangulation only	Meetings with students	Discussions on tours	Assessment presentation	Standard met			Barrier OSCEs prior to AHEMS are in place. Opportunities for additional animal handling are available through extra curricula societies. Cornell placement pre AHEMS rolling back in post Covid.		
4.13	Mechanisms for dealing with student misconduct and/or the exclusion of students from the programme, either for academic reasons, misconduct or under fitness to practise procedures, must be explicit.	I	A range of policies clearly outlining code of conduct, academic honesty, academic and assessment regulations	P	FIP Case Summary; CityU Student Discipline Panel Decision Letter Sample	O	BVM student disciplinary case data	O	Triangulation only	Meetings with staff	Meetings with students		Standard met			Policies are in place and communicated to all staff/students. Some students demonstrated a lack of familiarity with the RCVS CoPC and FIP.	23. Although students are aware of the behaviours expected of them, the school should continue to encourage familiarity with the concept and requirements of Fitness to Practise and clarify the level of inappropriate behaviour which would trigger a Fitness to Practise procedure, as well as promoting awareness of the RCVS Code of Professional Conduct.	
4.14	The school must have in place effective processes for the resolution of student grievances.	I	Complaints policy, code of honour, mentorship scheme details.	P	CityU Student Complaints Flowchart; CityU Student Complaints Panel ToR	O	Case Example 2 - Student conflict during EMS placement	O	Triangulation only	Meetings with staff	Meetings with students	Discussion on tours	Standard met			Honour code and complaints policy in place.		
4.15	School policies for managing appeals against decisions, including admissions, academic and progression decisions, must be transparent and publicly available.	I	Grade Review Procedures	P	Overview - Review of Course Grades	O	Email BVM students involved in disciplinary cases and appeals data	O	Triangulation only	Admissions and assessment presentation	Meetings with staff	Meetings with students	Standard met			Clear processes are in place for appeals, understood by students and staff during conversations and available on the website.		

Domain 5 - Supporting Educators														Comments	Recommendations	Suggestions	Commendations
Standard	Repository Evidence						Further evidence needed on visitation?	Visitation Evidence			Recommended Outcome						
	Supporting evidence # 1	Type	Supporting evidence # 2	Type	Supporting evidence # 3	Type		Supporting evidence # 1	Supporting evidence # 2	Supporting evidence # 3	Standard Met	Partially Met	Not Met				
5.1	The school must ensure that all educators who are involved with student teaching have successfully completed, or are working towards, a quality assured programme of teacher training, which effectively prepares educators for their roles.	Variety of teacher training programmes	I	Attendance at educational CPD records	O		Yes and Triangulation	KIITS and teaching on the run course	Discussions on tours	Meetings with teaching staff		Partially met		Teacher-training content is provided within compulsory academic staff training (KIITS), provided centrally. During tours it was identified that some staff (clinical and technical) were involved with student teaching that hadn't completed a QA programme of teacher training to prepare them for supporting students. No formal way of recording participation for those that miss F2F version of "Teaching on the Run"	24. All staff, including technicians, offsite providers and veterinary nurses, involved with student teaching must complete a quality assured programme of teacher training. Records of training completion must be centrally recorded and tracked		
5.2	All educators involved in teaching and / or supporting students' learning within the programme must demonstrate their continued competence and effectiveness.	A range of staff guidelines regarding CPD and peer review for staff	I	Peer observation reports	P	Staff discipline specific CPD and development activities record	O Triangulation only	Checked CPD records	Meetings with staff		Standard met		Regular evaluation of teaching takes place through peer and student feedback. Distributed sites in general made time for CPD. Well funded for JCC staff. The School provides six hours of educationally focussed CPD each year and runs an EMS providers CPD day covering clinical and education topics. CPD compliance is considered as part of staff annual reviews.				
5.3	An appraisal system for all staff must be in place. The school must provide evidence that it has a comprehensive, effective and publicised programme for the professional development of staff. Promotion criteria must be appropriate, clear and explicit.	Pay review policies; Promotion criteria; CityU Procedures for Academic Staff Promotion;	I	Staff development process; Sample of appraisal document	P	Staff survey results; Staff turnover records; Staff appraisal tracking document; List of Promotion Cases at JCC	O Triangulation only	Meetings with support staff	Meetings with teaching staff	Requirement of Australian Hospital scheme standards	Standard met		Distributed rotation sites undergo RCVS Practice Standards Scheme or Australian Small Animal Veterinarians Accredited Veterinary Hospital Scheme internal audit and these standards require appraisals for staff. Appraisal system for JCC staff in place. Plenty of internal courses and development opportunities. Promotion criteria recently revised.				
5.4	The school must support educators by dealing effectively with concerns of difficulties they face as part of their educational responsibilities. Effective processes must be in place to support the physical, emotional and welfare needs of staff.	CityU Policy Statement on Equal Opportunities; Staff welfare and support services	I	Various processes for supporting & mentoring staff & staff concerns	P	Loss and recruitment of staff; Staff Survey results (Jan 2023); Exit interview Kerstin Baiker	O Triangulation only	Meetings with support staff	Meetings with teaching staff	Discussions on tours	Standard met		Staff were able to describe different routes for expressing concerns and generally felt well supported.				
5.5	Academic positions must offer the security and benefits necessary to maintain stability, morale, continuity, and competence of the educators. Educators and staff must have a balanced workload of teaching research and service depending on their role; and must have reasonable opportunity and resources for participation in scholarly activities.	Policies promoting staff stability; Staff handbook; Regulations on Housing Benefits	I	VCS and PH Teaching Hours 2022-23	P	Loss and recruitment of staff; Staff Survey results (Jan 2023)	O Triangulation only	Meetings with support staff	Meetings with teaching staff	Discussions on tours	Standard met		Staff have generous allowance for CPD, and seem to have a balanced workload. Generous annual leave allocation. Updated policy on contract permanency and promotion implemented. Staff numbers appear to have stabilised				
5.6	The school must provide staff with a mechanism, anonymously if they wish, to offer suggestions, comments, and complaints regarding compliance of the school with the RCVS standards for accreditation and that Day One Competences are being met. All such feedback from staff must be reported to the RCVS as part of the annual report.	Mechanism for Staff Feedback (not anonymous)	I	Staff Feedback Data on College compliance with RCVS standards	P	CityU BVM Employer Survey; CityU BVM Graduate Employment Survey	O Triangulation only	Meetings with support staff	Meetings with teaching staff		Standard met		Mechanisms available through both manual and electronic means.				

Domain 6 - Curriculum and Assessment														Comments	Recommendations	Suggestions	Commendations	
Standard	Repository Evidence						Further evidence needed on visitation?	Visitation Evidence			Recommended Outcome							
	Type = Input (I), Process (P) or Outcomes (O)							Supporting evidence # 1	Supporting evidence # 2	Supporting evidence # 3	Standard Met	Partially Met	Not Met					
	Supporting evidence # 1	Type	Supporting evidence # 2	Type	Supporting evidence # 3	Type												
6.1	Veterinary programmes must be designed and delivered to ensure that students, upon graduation, have achieved the programme learning outcomes (targeted at FHEQ level 7 or equivalent) and the RCVS Day One Competences.	BVM overview	I	Descriptions of QI processes	P	Copies of graduate surveys	O	Triangulation only	Curriculum mapping presented during curriculum meeting	Meetings with students	Meetings with staff	Standard met				Clear and dynamic mapping of curriculum against Day One Competences Students met were confident and positive about their experiences.		
6.2	The curriculum shall extend over a period equivalent to a minimum of five academic years and must include a sufficient quantity and quality of hands-on clinical education to ensure students are prepared to meet the requirements of the veterinary role upon graduation.	BVM overview	I	Proposed surveys included	P			Yes and Triangulation	Observation/discussion during tour	Curriculum presentation	Meetings with students	Standard met				Six year curriculum - year one is mainly core 'university' subjects such as English and Chinese Culture. Work placed based learning commences mid Year 5 and runs to final examinations. Hands on clinical learning commences in Year 2.		
6.3	Veterinary programmes must be underpinned by pedagogical theory or based on best educational practice, involving input from educators, students, employers and other relevant stakeholders, and subject to regular evaluation and review.	DAA report; Evidence of input by educators; Training received on flipped classroom	I	Plans in place for educational review; Curriculum review; Narrative provided around curriculum review	P			Yes and Triangulation	Discussions on tours	Curriculum presentation	Meeting with senior team	Standard met				Drawing on well established curriculum (Cornell). Theory and practice underpins approach (e.g. PBL, flipped classroom, Blooms).		
6.4	The majority of clinical education delivered by the School must focus upon casework in the 'general practice' context, reflecting the reality of veterinary practice in society.	Placement contract	P	Module handbooks	P	Student clinical and activity logs	O	Yes and Triangulation	Discussions on tours	Curriculum presentation	Mapping documentation	Standard met				Mapping of minimum 70% demonstrated. Whilst small animal clinic facilities are to referral level, most cases are primary care. Contrast provided by Zodiac clinic which is a smaller, well-equipped primary care clinic with a focus on exotic pets. Production animal is solely GP. Clinical presentations of equine cases are primarily first opinion, based on one large establishment, and referral services are available close by.		
6.5	The curriculum must describe appropriate learning outcomes which represent and effectively align the required knowledge, skills, and behaviours of a veterinary surgeon with teaching, learning and assessment activities within a cohesive framework.	ILO's in syllabus docs	I	A range of module documents outlining subject matter		Student feedback; EMS feedback	O	Yes and Triangulation	Curriculum presentation	Discussion during curriculum meeting	Meetings with students	Standard met				Clearly mapped to appropriate LOs. Cohesive and overseen by appropriate committee.	25. The School is encouraged to continue to liaise with the Central University over the relevance of subjects studied in year one of the programme.	
6.6	Under all teaching situations students must be actively engaged in the case. In the majority of cases, students must be actively involved in the investigation and management of the patient (including practical aspects of diagnosis and treatment, as well as clinical reasoning and decision-making).	A range of inputs included	I	Placement and activity logs	P	Student feedback; EMS feedback	O	Triangulation only	Discussions on tours	Meetings with students	Observation on tours	Standard met				Students reported active engagement and involvement with cases, and this was triangulated on visits and via activity logs. Discussions around billing embedded in rotations. Free services mock billed on ambulatory clinics. Students record cases seen through an activity log.		
6.7	The programme must give students the opportunity to learn and practise alongside other members of the veterinary team in an holistic manner that reflects the reality of veterinary practice in society.	Aspects of BVM delivered alongside other members of vet team	I	A range of module topic information	P	VN feedback on students; employer and graduate survey results	O	Triangulation only	Discussion during curriculum meeting	Discussions on tours	Meetings with staff	Standard met				Extensive teams in place in all clinical teaching locations, with clear student engagement		
6.8	Students must be supported to gain experience which consolidates their learning throughout the programme through the completion of Extra Mural Studies (EMS). This must be delivered in line with RCVS EMS Policy.	BVM Curriculum Map highlighting EMS; Extra Mural Studies Description	I	JCC Spay Day 2022 Student survey	P	Student feedback; Student logs; Supervisor feedback	O	Triangulation only	Curriculum presentation	Meetings with EMS leaders		Standard met				EMS policy adhered to. School arranges certain placements and inspects local sites		
6.9	There must be an appropriate structure and resources in place to ensure the oversight, coordination and quality assurance of EMS. There must also be sufficient administrative support in place to assist the students	A variety of policies, guidelines and insurance documents	I	A variety of student information regarding EMS	P	EMS feedback drop box on canvas	O	Triangulation only	Meetings with EMS leaders	Meetings with EMS providers	Meetings with students	Standard met				Leadership team for EMS in place. Students aware of requirements. Support available and School very proactive securing sites locally and supporting them. Paperwork in place for locations including H&S The School also assessed and approved overseas EMS placements.	26. The School is to be commended for its proactive approach to engaging with EMS providers, developing relationships which clearly benefit both parties.	

Domain 6 - Curriculum and Assessment														Comments	Recommendations	Suggestions	Commendations
Standard	Repository Evidence						Visitation Evidence			Recommended Outcome							
	Type = Input (I), Process (P) or Outcomes (O)						Further evidence needed on visitation?	Supporting evidence # 1	Supporting evidence # 2	Supporting evidence # 3	Standard Met	Partially Met	Not Met				
	Supporting evidence # 1	Type	Supporting evidence # 2	Type	Supporting evidence # 3	Type											
6.10	The school must have processes in place to ensure that students are supported in the identification of relevant learning outcomes for their EMS placements, and record and reflect on their achievement.	A range of EMS guides	I	A range of documents including student self set learning objectives	P	Student feedback	O	Triangulation only	Meetings with EMS providers	Meetings with students	Meetings with personal tutors	Standard met			Students develop learning outcomes prior to placements with guidance if needed. EMS can be tailored or provided by School		
6.11	The EMS experience must be individual to the student, and they must be able to tailor their experience based on their own learning needs.	A range of EMS guides	I	Student orientation sessions for each type of EMS	P	Evidence of personalised support by email, Feedback	O	Triangulation only	Meetings with EMS providers	Meetings with students	Meetings with personal tutors	Standard met			Support available through mentors to help with choices. EMS can be tailored or provided by the School		
6.12	There must be a system in place which allows for feedback from EMS providers of students' performance during EMS placements to be communicated with relevant academic staff.	Detailed feedback forms with examples provided	I	EMS cohort details	P	Feedback examples provided	O	Triangulation only	Meetings with EMS providers	Meetings with students	Meetings with EMS team	Standard met			Feedback process in place, covering all domains		
6.13	The school must demonstrate that EMS placements consolidate skills which have previously been taught during the programme.	BVM Curriculum Map; A range of EMG guidance documents for providers	I	A range of Los and Track it skills records	P	Student feedback	O	Triangulation only	Meetings with EMS providers	Meetings with students	Curriculum presentation	Standard met			Clear progression of skills shown through "Track-it" system. Whilst the core day 1 competences related to VPH are taught within the curriculum, these are effectively reinforced during the compulsory VPH EMS rotation with the government laboratories. It is not clear why this compulsory EMS rotation isn't part of the core curriculum.	27. The School is encouraged to consider including the compulsory Veterinary Public Health EMS rotation as part of the core curriculum.	
6.14	The school must develop and implement a comprehensive and robust assessment strategy, at the programme and modular/unit level, which provides evidence that students meet the requirements for progression across the programme and the Day One Competences upon completion.	Assessment policy and strategy; Curriculum map	I	Assessment panel meeting minutes; Assessment Workload Mapping 2022-23	P		O	Yes and Triangulation	Curriculum and assessment meeting/presentation	Meetings with staff		Standard met			Whilst documentation is in place describing an "assessment strategy", this did not align consistently with practice particularly in earlier years, and there was no overarching top down approach to assessment selection. However there was evidence that students meet progression requirements and achieve D1C.	28. The School should work to fully implement its assessment strategy, with consideration of a more integrated programmatic approach and strategic use of authentic assessments earlier in the curriculum.	
6.15	The validity, reliability and educational impact of assessments must be appropriate to their purpose (high/low stakes) and evidenced through relevant evaluation data.	A range of guidance for staff related to Canvas, assessment and MCQ writing	I	OSCE examples; Assessment change examples;	P	Validity, reliability, educational impact for assessment data, OSCEs examination results; MCQ statistical data	O	Triangulation only	Assessment discussion	Discussion with staff		Standard met			Exam question banks are in development. Psychometrics are being embedded and are fully in place for the final examination. An "Assessment Panel" (effectively an exam board) meets to review outcomes. Workplace based assessment is holistic.	29. The School should continue to develop question banks, and also post-examination review approaches as the cohort size increases.	
6.16	The assessment tasks and grading criteria for each unit of study in the programme must be clearly identified, and available to students in a timely manner well in advance of their assessment. Requirements to pass including the effect of barrier assessments must be explicit.	Assessment policy, handbook and other docs on grades, and barrier assessments. Guidance provided.	I	Examples of Assessment information on Canvas	P		O	Triangulation only	Curriculum and assessment meeting	Meetings with students		Standard met			Students reported clear guidance around assessments alongside grading criteria and pass/fail requirements		
6.17	Assessments must be designed and carried out by individuals with appropriate expertise in the area being assessed, who have been trained in their role as an assessor and understand what is required to make the process robust, including honesty, fairness, consistency, and judgements free from bias.	BVM Assessment Policy and a range of guidelines	I	MCQ workshops	P	Teaching qualifications provided	O	Triangulation only	Curriculum and assessment meeting	Meetings with staff		Partially met			KITS course provides core assessment and feedback principles. Additional training provided by educational consultants e.g. MCQ writing. The quality of final year MCQs was excellent, but other examples were seen of exams comprising MCQs that did not adhere to best practice e.g. use of true/false questions, poorly worded stems (including, e.g. sentence completion type questions), negatively-phrased questions.	30. The school must ensure that assessments (eg MCQs) throughout the programme follow good practice guidelines, and that all assessors are fully trained.	
6.18	Assessment load must be sufficient to provide both formative and summative feedback to support students' progress, and to evidence achievement, remaining cognisant of workloads for staff and students.	Assessment workload mapping doc	I	Assessment load spreadsheet	P	Case Report Assessment Changes	O	Triangulation only	Meetings with students	Meetings with staff		Standard met			Extensive formative and summative assessments in place. Conversations with students identified high workloads, albeit described as manageable. Panel members heard that some assessments were moved to avoid clashes, in response to student feedback.	31. The School should continue to monitor student assessment load and timings.	
6.19	The school must have appropriate moderation processes in place to ensure parity within and between individual units of study, across the programme, with other institutions; and to ensure that each student is treated without bias.	BVM assessment policy	I	Examples of completed peer review of assessment material forms	P	Evidence of review by Cornell staff.	O	Triangulation only	Curriculum and assessment presentation	Meetings with staff		Standard met			The assessment strategy needs to be fully embedded. Exams are reviewed by internal or external subject experts. Moderation takes place for all fails, borderline and exceptional grades. Grades are compared between courses. External representation on the assessment panel appears to be optional, and it was felt that formalising this would bring an added benefit.	32. The School should consider formalising the appointment of an external member on the assessment panel.	

Domain 6 - Curriculum and Assessment														Comments	Recommendations	Suggestions	Commendations					
Standard	Repository Evidence						Further evidence needed on visitation?	Visitation Evidence			Recommended Outcome											
	Type = Input (I), Process (P) or Outcomes (O)							Supporting evidence # 1	Supporting evidence # 2	Supporting evidence # 3	Standard Met	Partially Met	Not Met									
	Supporting evidence # 1	Type	Supporting evidence # 2	Type	Supporting evidence # 3	Type																
6.20	There must be a system for students to keep a record of their clinical experience and reflect on their development of clinical and non-clinical skills over the duration of the programme. These records must be regularly reviewed by an educator to inform an individualised development plan. Consolidated data must contribute to the quality improvement of the programme.		I	Details of Trackit – clin skills tracking; SONIA placement management software for reviewing student experience.		P	Examples of EMS assessment outcomes provided.		O	Outcomes analysis of student rotations feedback; Rotation feedback log; Reflective assignment examples		O	Triangulation only	Rotation assessment meetings	Meetings with students	Meetings with staff	Standard met			Track-it software is used to track student development in clinical skills throughout curriculum. Students maintain an activity log and reflections in each rotation which can be audited. Mid- and end-rotation feedback enables personalised plans. Individualised discussions of remediation where necessary. Overall rotation outcomes are consolidated and reviewed.	33. The School should continue to build on its processes for programme-level analysis of rotation assessment data to inform faculty training and rotation development.	
6.21	The school must demonstrate a commitment to research led teaching throughout the veterinary programme.		I	BVM syllabi reading lists; Commitment to Research-led Teaching in the BVM Programme document		P	Research module examples		O	Student group submission to Vet Evidence- Knowledge summary		O	Triangulation only	Discussions on tours	Showcases		Standard met			Pedagogical research: Input from Cornell, some academic staff actively involved in VetEd research community. Discipline research: Clinical and science-based faculty have research commitments and outputs. This culture needs to continue to develop.		
6.22	All students must be trained in scientific method and research techniques. All students must have opportunities to participate in research programmes.		I	Guide to Campus Internships Scheme		P	Outlines of modules in scientific methods and research techniques, statistics for evidence based veterinary science, evidence based veterinary medicine		O	Examples of student led research projects; Feedback; Lecture Example of Research-led Teaching pdf - Student group submission to Vet Evidence- Knowledge summary		O	Triangulation only	Discussions on tours	Discussions during curriculum meeting	Student showcases presentations	Standard met			Clear involvement of students with research projects. All students required to complete data-based research project. All students complete an EBVM exercise. Panel members witnessed high quality research presentations from students.	34. Given the availability of educational expertise, the school should be encouraged to include educational topics in student research projects.	35. The current opportunities for student involvement in research are to be commended.

21st July 2023

Jordan Nicholls
Lead for Undergraduate Education
Royal College of Veterinary Surgeons
The Cursitor
38 Chancery Lane
London
WC2A 1EN

Jockey Club College of Veterinary Medicine
& Life Sciences
City University of Hong Kong
Kowloon Tong, Hong Kong, China

Professor Vanessa R Barrs
Dean
**BOCHK Chair Professor of Veterinary
Medicine**

Dear Jordan,

Further to your email and receipt of the report on the visitation to City University of Hong Kong Jockey Club College of Veterinary Medicine and Life Sciences in June 2023, I am pleased to provide the following responses to the panel's recommendations and suggestions as outlined in the report:

Domain 1 – The Learning Environment

Commendations

- The School is to be commended for its investment in high quality facilities which are clearly enhancing the student experience. (Standard 1.1)
- The School is commended on its use of technology in enhancing teaching. (Standard 1.6)
- The CityU Ambulatory Service Team covering production animals, based at Trinity Towers, is to be commended for its positive impact on animal health and welfare in the wider region. (Standard 1.8)
- The Clinical Skills Lab team is to be commended for its commitment to student learning and innovative practices. (Standard 1.13)

Response:

The Jockey Club College of Veterinary Medicine and Life Sciences (JCC) appreciates the panel's commendations about the Learning Environment and for the panel's recognition of the investments made to equip the school with modernised, high-tech facilities for teaching and for the extensive efforts that we have made to establish ambulatory veterinary services in multiple animal species.

Suggestions

- Whilst the panel recognises the University approach to allocation of accommodation, given the intensity and time commitment of the programme, the School is encouraged to liaise with the Central University to prioritise allocation for veterinary students. (Standard 1.1)

Response:

CityU collects data from students each year to determine the types of housing students are accommodated in. The data (presented previously in the student profile surveys in the data repository in

standard 3.10 (document 3.10.1.3.2 (P) indicate that overall approximately 25% of students live in privately rented flats, 35% live in self-owned flats, 15% live in home ownership scheme flats, 10% in housing authority accommodation and 15% in student halls of residence. The College will survey the BVM student body to determine their precise needs for student residence accommodation to ensure that all of our students have adequate options for housing. The University is currently building modular student accommodation in Ma On Shan (net operational floor area: 24,550 sq.m.) and on Tat Hong Avenue (net operational floor area: 14,770 sq.m.) to accommodate an additional 3,167 students. The estimated completion dates for these projects are mid-2024 and late-2028, respectively.

- It is suggested that the School reinforces to students the differences in welfare standards in all locations wherever rotation teaching takes place (including international placements). (Standard 1.2)

Response:

The JCC agrees that students should be fully aware of the differences in welfare standards between the UK and Australia, the two countries where our core rotations occur, as well as at all community-based educational (distributed) sites. This will be implemented in the orientation materials for the next iteration of rotations in the academic year 2023/2024.

- The School should consider independent assessment of practice standards based on the School's chosen scheme, currently ASAV AVHS for small animal facilities and RCVS PSS for equine facilities. (Standard 1.4)

Response:

Thanks to the panel for this suggestion, and I agree that this would be best practice. Henceforth JCC will involve independent assessors for these facilities.

- The School should continue to develop their quality assurance of the PhD programme, for example, by provision of formal training for supervisors and monitoring of student progression (Standard 1.14)

Response:

As presented to the panel in my opening speech, this is indeed part of our strategic plan for 2024 to 2028.

- The School is encouraged to take steps to foster an enhanced culture of collaboration and community amongst the PhD cohort. (Standard 1.14)

Response:

The JCC will create an Associate Dean of Graduate Studies role in 2023, who will have responsibility for PhD student welfare and, together with the Associate Dean of Research, will lead a JCC annual research gala for post-graduate students commencing in 2024. This will contribute to an enhanced culture of collaboration and community.

Domain 2 – Organisation, Culture and Values

Commendations

- The School is to be commended on its proactive approach to seeking feedback via various mechanisms, and engaging with the local veterinary professionals in Hong Kong. (Standard 2.3)
- The School is to be commended for the establishment of the Diversity, Equity and Inclusion committee, which is the first of its kind within CityU. (Standard 2.4)

- The sustainable approach taken at the CityU Farm to minimise its environmental impact is to be commended. (Standard 2.6)

Response:

These commendations are well received. We are proud of our efforts to establish DEI and continue to take a leading role in this area, not only in CityU but also in the Asian Association of Veterinary Schools. We recognise the critical importance of engaging the local veterinary community and the importance of both seeking feedback and closing feedback loops.

Recommendations

- The School must review the BVM Risk Register to more clearly identify various types of risk. Key strategic risks must be more clearly detailed with clear mitigations in place. A more active process to manage risks, including new and emerging risks in real time, would be advantageous. (Standard 2.2 partially met)

Response:

Since the accreditation visit, the BVM Risk Register has been thoroughly reviewed, benchmarked and assessed against that of another RCVS-accredited school in the UK by their Dean. The revised risk register is attached in [Appendix 1](#). Currently, the risk register is a standing item for discussion at the BVM Executive Meeting. From now on, the risk register will also be actively reviewed on a quarterly basis to ensure that new and emerging risks are included and that the risk register is updated in real-time.

Domain 3 – Educational Governance and Quality Improvement

Commendations

- Panel members commend the willingness of the government, CityU and HKJC to financially support the new School facilitating excellent facilities, equipment and student support. (Standard 3.4)
- The commitment and enthusiasm of all staff, at all levels, in supporting the student experience is to be commended. (Standard 3.5)

Response:

The JCC appreciates the acknowledgement of the substantial financial and infrastructural support for the school. The JCC staff are especially appreciative of the acknowledgement of their efforts to provide a positive student experience.

Recommendations

- The School must routinely analyse demographic data in relation to student performance and cohort outcomes. (Standard 3.10 partially met)
- The School has a clear mechanism of identifying struggling students and providing support to individuals where needed. Evidence could not be found that the outcomes for different demographic groups are routinely analysed. Analysis of applicant demographic data such as gender, ethnicity, socioeconomic and educational backgrounds, would help ensure freedom from bias and support the School's work on Widening Participation and Diversity, Equity and Inclusion.

Response:

CityU and the JCC collect demographic data including gender, ethnicity and socioeconomic and educational backgrounds. The BVM programme team has a database which collects data for each student including funding source (self-funded v UGC funded), gender, nationality, domestic v international

student, admission route (JUPAS v direct), secondary school qualification (HKDSE v IB), other degrees held (school leaver v tertiary student) and grade point average (GPA) for each semester. This data was presented to the panel in the data repository for Standard 3.10 (Process; file 3.10.1.2.1 (P) Longitudinal Student Performance Data).

This data has been systematically evaluated by our in-house epidemiologists as well as by our admissions team. The results of these analyses were presented in the data repository previously as follows:

1. Analysis of data for gender v GPA and domicile (international or local) v GPA (Evidence repository, deposited as further evidence (May 2023), document 3.10 BVM_GPA_statistical analysis_1). Our analyses show no significant differences for these parameters.
2. The systematic analyses of gender and applicant type at each stage of the admissions process (Evidence repository, Standard 4.2, document 4.2.1.3.2 file "Longitudinal data (gender and applicant type) during admission stages).
3. Analysis of student diversity data including gender distribution, nationality distribution of BVM Students (2017-2022), academic background (tertiary students, Hong Kong Diploma of Secondary Education, International Baccalaureate, other secondary qualifications) for each cohort and for all cohorts collectively (Evidence repository, Standard 4.2, document 4.2.1.3.3 (O) BVM Student Diversity Data).
4. Analysis of socioeconomic background of BVM students is performed annually by the Central University through the Student Profile Surveys and the anonymised data and analyses are provided to the JCC. Comprehensive data is collected including age, place of birth, years of residence in Hong Kong, ethnicity, spoken languages at home, religion, district of residence, number of household members currently living together, travelling time from home to campus, study environment at home, type of housing students are living in, father's highest educational attainment, mother's highest educational attainment, total family monthly income, estimated percentage distribution of financial support for university study (family support, personal savings, part time employment, loans, bursaries, scholarships, prizes and others) [Evidence repository, Standard 4.2, document 4.2.1.3.4 (O) Student Profile Surveys]

We appreciate that the evidence repository is very large and some of these documents are in different folders.

We are confident that the data recommended to be collected for this standard, is in fact being collected and analysed. Going forward, to ensure that the JCC is making the best use of this data and analyses to support our widening participation strategy, these analyses will be reviewed annually at the BVM Admissions committee meeting and the BVM Executive committee meetings.

Suggestions

- As the dataset builds, it is suggested that the School undertakes further analysis of demographic data of applicants and their progression through the admissions process, the outcome of student admissions and their subsequent performance. (Standard 3.6)

Response:

Thanks to the panel for this suggestion. We will continue to analyse these data as suggested.

- The School should consider the use of workplace-based assessments such as mini-clinical examinations (mini-CEX) and entrustable professional activities (EPAs). (Standard 3.14)

Response:

Thank you for the suggestion. The introduction of these types of workplace-based assessments (WPBA) will enhance the student experience and quality assurance. To implement this, we will first educate our teaching staff on the pedagogy behind these types of WPBA through a teaching workshop hosted by the College in Semester A of the 2023/2024 academic year. This will be followed with the progressive addition of these WPBA into the core clinical rotation assessments.

Domain 4 – Supporting Students

Commendations

- The School and City U are to be commended for the readily accessible counselling support available to students, and the strong relationship between the School team and this central service. (Standard 4.1)
- The School is to be commended for its responsiveness to student feedback, which is clearly appreciated by the different cohorts and is impacting the programme positively. (Standard 4.9)

Response:

These commendations are much appreciated. CityU recognises the critical importance of student wellbeing, and looking after it is a high priority for the University. The JCC has fostered an enduring positive and close relationship with Student Development Services, who provides our students this much needed support. The JCC staff also appreciate the acknowledgement of the feedback mechanisms that we have built in the BVM program.

Suggestions

- Whilst students provided very positive feedback on their mentors overall, the School should consider embedding a formal opportunity to access mentors within timetabled sessions, in order to ensure a consistent experience. (Standard 4.8)

Response:

Thank you for this suggestion - we will implement this suggestion in the upcoming semester for 2023/2024.

- The school should consider a more formal mechanism of closing the loop on student feedback (for example a regularly published "You said we did"), so that, as the cohort size grows, all students are aware of actions taken. (Standard 4.9)

Response:

Thanks to the panel for this excellent suggestion, which we will implement next semester (semester A, 2023/2024)

- Although students are aware of the behaviours expected of them, the school should continue to encourage familiarity with the concept and requirements of Fitness to Practise and clarify the level of inappropriate behaviour which would trigger a Fitness to Practise procedure, as well as promoting awareness of the RCVS Code of Professional Conduct. (Standard 4.13)

Response:

In addition to the orientation to the Fitness to Practise Policy and Procedures given in the orientation to the BVM given at the beginning of year 1, and in a refresher given to all other BVM years at the beginning of each academic year by the Dean and BVM Programme Leader, additional materials, including

examples, will be incorporated to make it explicitly clear what types of behaviours would trigger a fitness to practise procedure. The RCVS Code of Professional Conduct will be additionally emphasised in these orientations. Additional materials will be made available in the student LMS for pre-clinical/clinical EMS and clinical rotations, and a reflective exercise demonstrating understanding of the rationale for Fitness to Practise and RCVS Code of Professional Conduct will be introduced into the curriculum in BVM3 Professional Practice and Skills in the academic year commencing semester B 2023/2024 after approval of curriculum changes in semester A.

Domain 5 – Supporting Educators

Recommendations

- All staff, including technicians, offsite providers and veterinary nurses, involved with student teaching must complete a quality assured programme of teacher training. Records of training completion must be centrally recorded and tracked. (Standard 5.1 partially met)

Response:

The Dean has advised Heads of Departments to continue the practice of mandating compulsory completion of the QA-assured teaching course Key Issues in Teaching Series (KITS) by faculty, including the annual refresher course, in the performance-based pay review (PBPR) criteria on an ongoing basis. The BVM programme team in the JCC office will continue to record and log this data.

Clinical staff that are not able to complete the QA-assured Teaching on the Run course held in-person annually will be required to complete the course online before they commence clinical teaching and also must attend in person at the next iteration of the course. This has already been implemented since the accreditation visit and is being overseen by the Clinical Programme Manager. The BVM programme team in the JCC office will record and track this data.

Domain 6 – Curriculum and Assessment

Commendations

- The School is to be commended for its proactive approach to engaging with EMS providers, developing relationships which clearly benefit both parties. (Standard 6.9)
- The current opportunities for student involvement in research are to be commended. (Standard 6.22)

Response:

Thanks to the panel for these commendations.

Recommendations

- The school must ensure that assessments (e.g. MCQs) throughout the programme follow good practice guidelines, and that all assessors are fully trained. (Standard 6.17 partially met)

Response:

The Jockey Club College is deeply committed to best-practice assessment methods. Although quality assurance is already in place via auditing the peer review of all written examinations in compliance with the BVM assessment policy, this process will be tightened to ensure that in addition to the high-stakes examinations that have proven best practice assessments, all lower-stakes examinations, including weekly quizzes, adhere to these approaches. This will be achieved by adjustments to the peer-review

processing forms to include a copy of the assessment tasks and of the exact changes advised by the peer reviewer. An additional tier of scrutiny will then be added with a requirement for sign-off, after recommended changes have been made, by the BVM Programme Leader or Deputy BVM Programme Leader. This will be implemented from the commencement of the upcoming academic semester A in 2023/24.

Suggestions

- The School is encouraged to continue to liaise with the Central University over the relevance of subjects studied in year one of the programme. (Standard 6.5)

Response:

Thank you for this suggestion. The JCC will continue to do so.

- The School is encouraged to consider including the compulsory Veterinary Public Health EMS rotation as part of the core curriculum. (Standard 6.13)

Response:

Thank you for this suggestion. We will consider this in the next curriculum review at the end of the 2023/24 academic year.

- The School should work to fully implement its assessment strategy, with consideration of a more integrated programmatic approach and strategic use of authentic assessments earlier in the curriculum. (Standard 6.14)

Response:

Thank you for this excellent suggestion. Now that we have had the opportunity to fully roll out our curriculum once, we are ready for reflection and refinement. A more integrated programmatic approach will be investigated by the curriculum review committee. We will hold a pedagogical workshop on authentic assessments for all staff teaching in the BVM degree, especially those in BVM Years One to Three in Semester B of 2023/24, and will then progressively increase the use of authentic assessment in the pre-clinical curriculum.

- The School should continue to develop question banks and also post examination review approaches as the cohort size increases. (Standard 6.15)

Response:

This is well noted and on our radar.

- The School should continue to monitor student assessment load and timings. (Standard 6.18)

Response:

We will continue to do so through the mechanisms we have established.

- The School should consider formalising the appointment of an external member on the assessment panel. (Standard 6.19)

Response:

Thank you for this suggestion, which we will investigate through submission as a discussion paper to the BVM Programme Committee in Semester A, 2023/2024.

- The School should continue to build on its processes for programme-level analysis of rotation assessment data to inform faculty training and rotation development. (Standard 6.20)

Response:

Thank you for this suggestion. We will consult other RCVS- (and AVBC-) accredited veterinary schools to benchmark our programme analyses of rotation assessment data and to determine what other mechanisms we could utilise to build on our existing processes to further inform faculty training and rotation development. We will continue to periodically engage veterinary educational consultants to assist us with refining our processes.

- Given the availability of educational expertise, the school should be encouraged to include educational topics in student research projects. (Standard 6.22)

Response:

Our students are already welcome to engage in educational research in their research projects and we will encourage them to do so.

Finally, on behalf of the JCC, I would like to thank all members of the RCVS accreditation panel, and all in the RCVS office for their professionalism, reflections and commitment to the accreditation process before, during and after the site visit , which is highly appreciated.

Sincerely



Vanessa R. D. Barrs
Dean

Annex 3 - Schedule

Jockey Club College of Veterinary Medicine and Life Sciences, City University of Hong Kong Schedule for 2023 RCVS Accreditation Visitation (12 – 16 June 2023)

Monday 12 June 2023		
Time	Activity	Attendees
08:00 – 08:15	Panel members private meeting	
08:15 – 09:00	<p>Welcome, meet the Dean and Senior Management Team</p> <p>Presentation - High level complete picture of the School including relationship with the central University (15 mins max)</p>	<ol style="list-style-type: none"> 1. Prof. Vanessa Barrs, Dean (Lead) 2. Prof. Paulo Steagall, Head (VCS) 3. Prof. Olivier Sparagano, Head (PH) 4. Prof. Shuk Han Cheng, Associate Dean (Research) 5. Dr Pawel Beczkowski, Assistant Dean & Director of Veterinary Affairs, BVM Programme Leader 6. Dr Yorkee Leung, Clinical Programme Manager 7. Dr Howard Wong, Director (Development for Veterinary Medicine) 8. Prof. David Lee, Associate Dean for External Programs, College of Veterinary Medicine, Cornell University
09:00 – 09:05	Comfort break	
09:05 – 10:35	<p>Senior team & those responsible for curriculum and assessment</p> <p>Presentation - Curriculum & assessment (20 mins max)</p>	<ol style="list-style-type: none"> 1. Dr Pawel Beczkowski, Assistant Dean & Director of Veterinary Affairs, BVM Programme Leader, Year 5 Leader (Lead) 2. Prof. Vanessa Barrs, Dean 3. Dr Akos Kenez, Deputy Programme Leader (Yrs 1-2), Year 2 Leader 4. Dr Rebecca Parkes, Deputy Programme Leader (Yrs 3-6) 5. Prof. Paulo Steagall, Head (VCS) 6. Prof. Olivier Sparagano, Head (PH) 7. Dr Colin Cai, Year 1 Leader 8. Dr Alan McElligott, Year 3 Leader 9. Dr Kate Flay, Year 4 Leader 10. Dr Angel Almendros, Year 6 Leader 11. Dr Surya Paudel, Assistant Professor (Husbandry EMS) 12. Dr Yorkee Leung, Clinical Programme Manager 13. Dr Cherry Lee, Pre-Clinical & Clinical EMS Coordinator 14. Mrs Susanna Taylor, Scientific Officer (Clinical Skills)

10:35 – 10:45	Comfort break	
10:45 – 11:15	Virtual library tour	<ol style="list-style-type: none"> 1. Dr Crusher Wong, Senior Manager (e-Learning) (Office of Chief Information Officer) (Lead) 2. Mr Lewis Li, Assistant Librarian I (Lead) 3. Ms Celia Chow, Assistant Librarian II 4. Dr Pawel Beczkowski, Assistant Dean & Director of Veterinary Affairs, BVM Programme Leader 5. Prof. Paulo Steagall, Head (VCS) 6. Prof. Olivier Sparagano, Head (PH) 7. Ms Rochelle Ko, Executive Officer
11:25 – 12:05	Visit to PBL rooms, Multi-Header Microscope Room, Haptic Cow, Virtual Slaughterhouse VR demonstration.	<ol style="list-style-type: none"> 1. Dr Rebecca Parkes, Assistant Professor (VCS) (Lead) 2. Dr Akos Kenez, Assistant Professor (PH) (Lead) 3. Dr Manuel Vizcaino, Scientific Officer (JCC) 4. Dr Jeanine Sandy, Clinical Associate Professor (VCS) 5. Prof. Pedro Melendez, Clinical Professor (VCS) 6. Dr Surya Paudel, Assistant Professor (PH)
12:05 – 12:10	Comfort break	
12:15 – 12:45 Group 1	Visit to CityU Necropsy Suite and Veterinary Diagnostic Laboratory (VDL)	<ol style="list-style-type: none"> 1. Dr Fraser Hill, Director of VDL (Lead) 2. Dr Jeanine Sandy, Clinical Associate Prof. (VCS) (Lead) 3. Dr Duncan Hockley, Executive Director (CVHG & CVDL) 4. Dr May Tse, Clinical Assistant Professor (VCS) 5. Prof. Vanessa Barrs, Dean
12:15 – 12:45 Group 2	Visit to Laboratory Animal Research Unit (LARU)	<ol style="list-style-type: none"> 1. Dr Eddie Ma, Director of LARU (Lead) 2. Prof. Shuk Han Cheng, Associate Dean (Research) 3. Dr Pawel Beczkowski, Assistant Dean, BVM Programme Leader 4. Dr Surya Paudel, Assistant Professor (Husbandry EMS) 5. Dr Brett MacKinnon, Scientific Officer
12:45 – 13:30	Lunch	
13:45 – 14:30	Visit to Clinical Skills Lab VCS) • Syndaver dog	<ol style="list-style-type: none"> 1. Mrs Susanna Taylor, Scientific Officer (JCC) (Lead) 2. Dr Rebecca Parkes, Assistant Professor (VCS) (Lead)

	<ul style="list-style-type: none"> • CityU Sheep vasectomy model • CityU wound models • Anesthesia, radiography, injections, general clinical skills 	<ol style="list-style-type: none"> 3. Prof. Vanessa Barrs, Dean 4. Dr Gareth Fitch, Clinical Associate Professor (VCS) 5. Dr Kate Flay, Assistant Professor (VCS)
14:30 – 14:50	Visit to Pathobiology Lab	<ol style="list-style-type: none"> 1. Dr Jeanine Sandy, Clinical Associate Professor (VCS) (Lead) 2. Prof. Olivier Sparagano, Head (PH) 3. Dr Yun Yun Go, Assistant Professor (PH)) 4. Dr Akos Kenez, Assistant Professor (PH) 5. Mr Derry Yuen, Senior Technical Officer (PH)
15:00 – 15:25	Visit to Research Laboratories	<ol style="list-style-type: none"> 1. Prof. Julia Beatty, Chair Professor (Director, CAHW) (Lead) 2. Prof. Shuk Han Cheng, Associate Dean (Research) (Lead) 3. Prof. Vanessa Barrs, Dean 4. Prof. Olivier Sparagano, Head (PH) 5. Dr Stefan Hobi, Associate Professor (VCS) 6. Dr Fuyong Li, Assistant Professor (PH) 7. Dr Alex Lin, Scientific Officer (PH) 8. Mr Tom Chan, Senior Technical Officer (VCS)
15:25 – 15:30	Comfort break	
15:30 – 16:00	Visit to Anatomy Laboratory (PH)	<ol style="list-style-type: none"> 1. Dr Michael Doube, Clinical Associate Professor (PH) (Lead) 2. Dr Mason Dean, Associate Professor (PH) (Lead) 3. Dr Pawel Beczkowski, Assistant Dean & Director of Veterinary Affairs, BVM Programme Leader 4. Mr William Lee, Technical Officer (PH) 5. 5 BVM students
16:05 – 16:25	Visit to BVM Student Common Room	<ol style="list-style-type: none"> 1. Prof. Vanessa Barrs, Dean 2. Dr Pawel Beczkowski, Assistant Dean & Director of Veterinary Affairs, BVM Programme Leader 3. 11 BVM students
16:30	Panel leave for hotel	
18:00	Confidential sessions (staff/students, online) & private meeting	

Tuesday 13 June 2023		
Time	Activity	Attendees
08:00 – 09:00 Group 1	Visit to CityU Farm	<ol style="list-style-type: none"> 1. Dr Kate Flay, Assistant Professor (VCS) (Lead) 2. Dr Eryl Done, Farm Manager 3. Prof. Paulo Steagall, Head (VCS) 4. Prof. Pedro Melendez, Clinical Professor (VCS) 5. Dr Eloi Guarnieri, Clinical Assistant Professor (VCS) 6. Ms Katherina SIU, Manager (CDO) 7. Dr Joyce Ip, Dairy Farm Officer 8. 2 BVM students
09:30 – 10:00 Group 1	Visit to equine facilities at Beas River Equestrian Centre, The Hong Kong Jockey Club	<ol style="list-style-type: none"> 1. Dr Gareth Fitch, Clinical Associate Professor (Lead) 2. Dr Adrian Farrington (HKJC) (Lead) 3. Dr Santiago Alonso Sousa, Clinical Educator (VCS) 4. Dr Cherry Lee, Pre-Clinical & Clinical EMS Coordinator 5. 3 BVM students
10:30 – 11:30 Group 1	Visit to Hong Kong Jockey Club Equine Hospital	<ol style="list-style-type: none"> 1. Dr Gareth Fitch, Clinical Associate Professor (VCS) (Lead) 2. Dr Brian Stewart (HKJC) (Lead) 3. Prof. Paulo Steagall, Head (VCS) 4. Dr Santiago Alonso Sousa, Clinical Educator (VCS) 5. Dr Jeanine Sandy, Clinical Associate Professor (VCS)
07:55 – 08:30 Group 2	Visit to ambulatory service headquarters at Trinity Towers (20 min) Ambulatory vehicle inspection (10 min)	<ol style="list-style-type: none"> 1. Prof. Sophie St Hilaire, Professor (Aquatic Ambulatory) (Lead) 2. Dr Surya Paudel, Assistant Professor (Husbandry EMS) (Lead) 3. Dr Yorkee Leung, Clinical Programme Manager 4. Dr Pawel Beczkowski, Assistant Dean, BVM Programme Leader 6. Dr Laurie Hippman, Clinical Educator (VCS) 7. Dr Stephen Chan, Aquatic Animal Veterinarian (Ambulatory) 8. Dr Denis Yau, Poultry Veterinarian (Ambulatory) 9. Dr Lip Ng, Swine Veterinarian
08:30 – 10:00 Group 2	Visit to CityU Veterinary Medical Centre (VMC)	<ol style="list-style-type: none"> 1. Dr Duncan Hockley, Executive Director (CVHG & CVDL) (Lead) 2. Dr Alan Taylor (VMC Anaesthesia Specialist) (Lead)

	Meet core rotation supervisors	<ol style="list-style-type: none"> 3. Dr Angel Almendros, Clinical Associate Professor (VCS) (Lead) 4. Prof. Vanessa Barrs, Dean 5. Dr Yorkee Leung, Clinical Programme Manager 6. Dr Pawel Beczkowski, Small An Intern Med Specialist (VCS) 7. Dr Stefan Hobi, Dermatology Specialist (VCS) 8. Dr Antonio Giuliano, Oncology Specialist (VCS) 9. Dr Alexander Thomson (VMC, Anaesthesia Specialist) 10. Dr Stephanie Johannis (VMC, ECC Specialist) 11. Dr Grace Lai (VMC, Surgery Specialist) 12. Dr Stephanie Kam (VMC, Primary Care) 13. 8 BVM students
10:30 – 11:15 Group 2	Visit to Zodiac Pet & Exotic Hospital	<ol style="list-style-type: none"> 1. Dr Colin McDermott, Clinical Assistant Professor (VCS) (Lead) 2. Dr Pawel Beczkowski, Assistant Dean, BVM Programme Leader 3. Dr Yorkee Leung, Clinical Programme Manager 4. 2 BVM students
12:00 – 13:00	Panel member private meeting & lunch	
13:00 – 13:45	Meeting with junior academic staff, tutors	<ol style="list-style-type: none"> 1. Dr Wenlong Cai, Assistant Professor (PH) 2. Dr Ibrahim Elsohaby, Assistant Professor (PH) 3. Dr Yun Young Go, Assistant Professor (PH) 4. Dr Akos Kenez, Assistant Professor (PH) 5. Dr Brian Kot, Assistant Professor (PH) 6. Dr Fuyong Li, Assistant Professor (PH) 7. Dr Jun Li, Assistant Professor (PH) 8. Dr Runsheng Li, Assistant Professor (PH) 9. Dr Kai Liu, Assistant Professor (PH) 10. Dr Omid Nekouei, Assistant Professor (PH) 11. Dr Guan Yang, Assistant Professor (PH) 12. Dr Colin McDermott, Clinical Assistant Professor (VCS) 13. Dr Kate Flay, Assistant Professor (VCS) 14. Dr Rebecca Parkes, Assistant Professor (VCS) 15. Dr Eloi Guarnieri, Clinical Assistant Professor (VCS)

		<ul style="list-style-type: none"> 16. Dr Kwan Chow, Assistant Professor (BMS) 17. Dr Denise Chan, Clinical Educator 18. Dr Vivian Chow, Clinical Educator 19. Dr Brett MacKinnon, Scientific Officer 20. Dr Francesca Rizzo, Scientific Officer 21.
13:45 – 14:00	Comfort break	
14:00 – 14:35	Finances of the college and BVM program	<ul style="list-style-type: none"> 1. Miss Maggie Chau, Director of Finance (Lead) 2. Prof. Vanessa Barrs, Dean (Lead) 3. Prof. Julie Li, Associate Provost 4. Mr Alfred Chau, Associate Director of Finance
14:35 – 15:35	<p>Showcase slot:</p> <p>Innovative teaching methods used in the BVM</p>	<ul style="list-style-type: none"> 1. Dr Akos Kenez – PBL tutoring 2. Dr Pawel Beczkowski – Formative feedback in BVM 3. Prof. Sophie St-Hilaire – Clinical cases in aquatic medicine 4. Prof. Pedro Melendez, Dr Eryl Done – Cattle club 5. Dr Rebecca Parkes, Mrs Susanna Taylor, Dr Gareth Fitch, Dr Kate Flay – Innovations in clinical skills teaching
15:35 – 16:00	Senior team mop up session	<ul style="list-style-type: none"> 1. Prof. Vanessa Barrs, Dean 2. Dr Pawel Beczkowski, Assistant Dean & Director of Veterinary Affairs, BVM Programme Leader 3. Prof. Paulo Steagall, Head (VCS)
16:35 – 17:15	<p>Visit to Sheung Shui Slaughterhouse</p> <p>Two panel members</p>	<ul style="list-style-type: none"> 1. Dr Geraldine Luk (FEHD) (Lead) 2. Prof. Vanessa Barrs, Dean 3. Dr Yorkee Leung, Clinical Programme Manager 4. Dr Lip Ng, Swine Veterinarian 5. Dr Manuel Vizcaino, Scientific Officer (JCC)
17:15	Leave for hotel	
18:15	Confidential sessions (staff/students, online) & private meeting	

Wednesday 14 June 2023		
Time	Activity	Attendees
08:30 – 08:45	Visitors Private Meeting	
08:45 – 09:30	Admissions Presentation about admissions, WP targets and recruitment plans (10 min max)	<ol style="list-style-type: none"> 1. Dr Stefan Hobi, Admissions Tutor (Lead) 2. Dr Akos Kenez, Deputy Admissions Tutor 3. Dr Colin McDermott, Deputy Admissions Tutor 4. Dr Jeanine Sandy, Deputy Admissions Tutor 5. Dr Howard Wong, Director (Development for Veterinary Medicine) 6. Prof. Vanessa Barrs, Dean 7. Prof. Caroline Yancey, Associate Dean (Cornell CVM) – <i>via Zoom</i> 8. Ms Rochelle Ko, Executive Officer (JCC)
09:30 – 10:20	Meeting with EMS staff and placement/rotation coordinators	<ol style="list-style-type: none"> 1. Dr. Surya Paudel, Husbandry EMS Coordinator (Lead) 2. Dr Cherry Lee, Pre-Clinical & Clinical EMS Coordinator (Lead) 3. Prof. Vanessa Barrs, Dean (EMS overall responsibility) 4. Dr. Yorkee Leung, Clinical Programme Manager 5. Dr. Brett Mackinnon, Scientific Officer 6. Dr. Francesca Rizzo, Scientific Officer 7. Dr. Peter Schiff, Scientific Officer 8. Dr Jane Gray, SPCA (External Core Clinical Teaching Advisor) 9. Prof. Caroline Yancey, Associate Dean (Cornell CVM) – <i>via Zoom</i>
10:20 – 10:30	Comfort break	
10:30 – 11:00	Meeting with Personal tutors	<ol style="list-style-type: none"> 1. Dr Alan McElligott, DEI Chair (Lead) 2. Prof. Julia Beatty, Chair Professor (VCS) (Lead) 3. Dr Larry Ng, Assoc. Dir. (Student Development Services) (Lead) 4. Dr Pawel Beczkowski, Assistant Dean & Director of Veterinary Affairs, BVM Programme Leader 5. Prof. Paulo Steagall, Head (VCS) 6. Prof. Olivier Sparagano, Head (PH) 7. Dr Rebecca Parkes, Deputy BVM Programme Leader
11:00 – 12:00	Showcase slot: <i>Research in the BVM</i>	<ol style="list-style-type: none"> 1. Dr Omid Nekouei – Evidence-based veterinary medicine research 2. Dr Colin McDermott – Structure of the research project course for students

		<ol style="list-style-type: none"> 3. Tiffany Chu, Margarita Shu (BVM students) – BVM research project presentations 4. Dr Rebecca Parkes, Dr Akos Kenez – BVM related research
12:00 – 12:45	Private meeting and lunch	
12:45 – 14:15	Pre-clinical students	19 BVM Pre-clinical students Year 1 – 3
14:15 – 14:25	Comfort break	
14:25 – 15:55	Clinical students	18 BVM Clinical students Year 4 – 6
15:55 – 16:00	Comfort break	
16:00 – 16:35	Meeting with senior support staff and technical staff involved in teaching	<ol style="list-style-type: none"> 1. Mr KH Mo, Facilities Manager (JCC) 2. Ms Shirley Chu, Assistant Manager (Accreditation) (JCC) 3. Mr Gary Lee, Supervisor Executive Officer (JCC) 4. Ms Rochelle Ko, Executive Officer (JCC) 5. Mr Frankie Wong, Executive Officer (JCC) 6. Ms Joe Wong, Executive Officer (VCS) 7. Ms Christina Nam, Executive Officer (PH) 8. Dr Alex Lin, Scientific Officer (PH) 9. Mr Tom Chan, Senior Technical Officer (VCS) 10. Dr Stephen Chan (Ambulatory vet) 11. Dr Kwok Zu Lim (Ambulatory vet) 12. Mr William Lee, Technical Officer (PH) 13. Mr Derry Yuen, Senior Technical Officer (PH)
16:35 – 17:10	Meeting with potential employers, EMS providers and MOU partners	<ol style="list-style-type: none"> 1. Dr Yorkee Leung, Clinical Programme Manager 2. Dr Cherry Lee, Pre-Clinical & Clinical EMS Coordinator 3. Dr Owen Swan (Victory Animal Hospital/ President of Hong Kong Veterinary Association) 4. Dr Jane Gray (SPCA) 5. Dr David Gething (Creature Comforts) 6. Dr Tint Naing (Soares Avenue Paws and Claws Clinic) 7. Dr Michael Goodlet (Stanley Veterinary Centre) 8. Dr Fiona Woodhouse (SPCA) 9. Dr Erika Vernia (Tai Wai Exotics Hospital Director) 10. Dr Adrian Farrington (The Hong Kong Jockey Club) 11. Dr Nellie Choi (Veterinary Specialist Hospital)

		12. Dr Alex Gioni (Kadoori Farm) 13. Dr Renata Snow (Kadoori Farm)
17:10 – 17:15	Comfort break	
17:15 – 17:45	Interns, residencies and PhDs	9 PhD Students
17:45 – 18:15	Senior team mop-up session	1. Prof. Vanessa Barrs, Dean 2. Dr Pawel Beczkowski, Assistant Dean & Director of Veterinary Affairs, BVM Programme Leader
18:15	Leave for hotel	
19:00	Confidential session (staff/students, online) & private meeting	
Thursday 15 June 2023		
Time	Activity	Attendees
09:00 – 09:15	Visitors Private Meeting	
09:15 – 09:45	Meeting with key staff responsible for ruminant rotation at Tableland Veterinary Service	1. Dr Mick Ruppin, Director (TVS) – <i>via Zoom</i> 2. Dr Bill Tranter, Senior Veterinarian (TVS) – <i>via Zoom</i> 3. Dr Philip Chamberlain, JCC consultant and ruminant rotation supervisor – <i>via Zoom</i> 4. Prof. Vanessa Barrs, Dean 5. Prof. Pedro Melendez, Clinical Professor (VCS) 6. Dr Yorkee Leung, Clinical Programme Manager
09:45 – 10:45	Meeting with key academics about exams and outcomes for final assessments	1. Prof. Vanessa Barrs, Dean (Lead) 2. Dr Pawel Beczkowski, Assistant Dean & Director of Veterinary Affairs, BVM Programme Leader, Year 5 Leader (Lead) 3. Prof. Paulo Steagall, Head (VCS) 4. Prof. Julia Beatty, Chair Professor (VCS) 5. Dr Rebecca Parkes, Assistant Professor (VCS) 6. Dr Yorkee Leung, Clinical Programme Manager 7. Dr Cherry Lee, Pre-Clinical & Clinical EMS Coordinator 8. Ms Winnie Poon, Executive Officer (VCS) 9.
10:45 – 12:00	Private meeting	

12:00 – 12:30	Additional meeting	Meeting with HKJC Executive Director Andrew Harding, at School's request.
12:30 – 13:20	Private meeting and panel lunch	
13:20 – 15:30	Additional visits 2 Panel members	Visits to Agriculture, Fisheries and Conservation Department (AFCD) laboratories and the Society for the Prevention of Cruelty to Animals (SPCA).
13:20 – 15:30	Panel member private meeting	
15:35 – 16:20	Senior team mop-up session	<ol style="list-style-type: none"> 1. Prof. Vanessa Barrs, Dean 2. Dr Pawel Beczkowski, Assistant Dean & Director of Veterinary Affairs, BVM Programme Leader 3. Prof. Paulo Steagall, Head (VCS) 4. Prof. Julia Beatty, Chair Professor (VCS) 5. Prof. Dirk Pfeiffer, Chair Professor (PH) – via Zoom 6. Prof. Sophie St Hilaire, Professor (PH) 7. Dr Alan McElligott, Associate Professor (PH) 8. Panel also met with Prof. Freddy Boey, President of CityU, at School's request.
16:20	Leave for hotel	
17:00	Confidential sessions (staff/students, online) & private meeting/report writing	
Friday 16 June 2023		
Time	Activity	Attendees
09:15 – 09:30	Visitors Private Meeting	
09:30 – 10:00	Meeting with the Dean	Prof. Vanessa Barrs, Dean
10:00 – 10:30	Comfort break	
10:30 – 11:30	Meeting with President, Provost, and Dean	<ol style="list-style-type: none"> 1. Prof. Freddy Boey, President of CityU 2. Prof. Chun Sing Lee, Provost and Deputy President of CityU 3. Prof. Vanessa Barrs, Dean
11:30	Panel members depart	