Bristol Veterinary School
Focused revisit accreditation event

07-08 March 2024

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

Dr Mandisa Greene, Chair, RCVS

Dr Steve Shaw, RCVS

Mr Paul Wood, RCVS

Also in attendance:

Ms Claire Holliday, RCVS staff

Ms Hayley Stinchon, RCVS staff

Ms Kirsty Williams, RCVS observer

Background

1. The Royal College of Veterinary Surgeons has a statutory duty to supervise veterinary degree courses under Section 5 of the Veterinary Surgeons Act 1966, "for the purpose of securing that the courses of study to be followed by students training to be veterinary surgeons and the standard of proficiency required for registration in the register shall be such as sufficiently to guarantee that persons registered in the register will have acquired the knowledge and skill needed for the efficient practice of veterinary surgery". The Council of RCVS may appoint persons "to visit the universities for which recognition orders…are proposed to be made…and to report on the courses of study, staffing, accommodation and equipment available for training in veterinary surgery and the other arrangements and facilities for such training."

2. For UK veterinary degrees, it is the UK's Privy Council which grants recognition to a degree enabling it to be recognised for registration purposes. Recognition is based on advice from RCVS. The accreditation report is first considered by RCVS's Primary Qualifications Sub-Committee (PQSC), then by the Education Committee which makes its recommendation to Privy Council.

3. The University of Bristol Veterinary School had their previous visit in 2021 where it had been awarded "Accreditation for a shorter period", with a focused revisit to take place in 2024 on the 2017 RCVS Standards. The aim of a focused revisit is to assess the programme against the recommendations and suggestions noted at the previous visit.

4. Stage one of the event involved consideration of evidence uploaded to the RCVS repository by the School, in support of progress made towards the recommendations and suggestions from the previous visit. A substantial amount of information and evidence was considered by all members of the accreditation panel and staff within the RCVS Education Department.

5. Panel members completed their initial review of the evidence independently of each other and made an assessment of where it was felt that recommendations and suggestions were met or where further evidence and / or triangulation was required during the visitation stage of the accreditation event.

6. Following initial review of the evidence in the repository, the panel met to consider the evidence available for each recommendation and suggestion, 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.

7. 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.

8. The panel were present at Bristol Veterinary School from Thursday 07th to Friday 08th March 2024. The panel stayed together as one group for all tours and meetings with stakeholder groups, and the report represents the combined views of the whole team.

9. The evidence rubric can be seen at annex 1. This details the evidence gathered against each recommendation and suggestion, along with an indication if this has now been met or is still outstanding. Commentary and rationale to support any commendations, recommendations and suggestions is provided for context.

10. The School's response to this report can be found at annex 2 and contains a timeline/action plan for the addressing of the recommendations and suggestions, along with any timelines/plans for implementing.

11. The final schedule for the visitation, including the groups of stakeholders met with during the visitation, can be seen at annex 3.

12. The panel members would like to thank Professor Tim Parkin for the School's hospitality during the visit, as well as Dr Tom Podesta, and the team, for their professionalism and local arrangements. Administration, faculty, staff and students were very accommodating throughout, and their openness was appreciated. The panel was also grateful for all the work that 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.

13. The findings in this report are based on the panel members' review. The panel members are not the decision-makers and their commendations, recommendations and suggestions may be subject to amendment during the committee process.

Summary of findings

Standard 1: Organisation

There are no Commendations, Recommendations or Suggestions for this standard.

Standard 2: Finance

There are no Commendations, Recommendations or Suggestions for this standard.

Standard 3: Facilities and Equipment

Recommendation: The school must provide evidence for the process that ensures that the correct insurance is in place for all vehicles related to student travel, and that all vehicles for ambulatory vehicles are correctly insured. (Standard 3.5)

There are no Commendations or Suggestions for this standard.

Standard 4: Animal Resources

Commendation: The School is commended for their innovative approach to animal handling and animal welfare during the in-class practical assessments, which has also served to create a nurturing learning environment for their students. (Standard 4.2)

There are no Recommendations or Suggestions for this standard.

Standard 5: Information Resources

There are no Commendations, Recommendations or Suggestions for this standard.

Standard 6: Students

Suggestion: The School should continue to improve wellbeing provision offered in line with the increase in student numbers. More frequent in-person counselling services should be available at the

Langford Campus with consideration of accessibility for students based on student feedback.

(Standard 6.3)

There are no Commendations or Recommendations for this standard.

Standard 7: Admissions

There are no Commendations, Recommendations or Suggestions for this standard.

Standard 8: Staff

There are no Commendations, Recommendations or Suggestions for this standard.

Standard 9: Curriculum

There are no Commendations, Recommendations or Suggestions for this standard.

Standard 10: Assessment

Commendation: The School is commended on their digitised OSCE assessments which has decreased their administrative workload and improved the consistency of delivery and feedback. (Standard 10.10)

There are no Recommendations or Suggestions for this standard.

Standard 1 - Organisation

2021 Recommendation	2021 Suggestion	Repository Evidence Type = Input, Process or Outcomes						Further evidence needed on visitation?	Visitation Evidence Type - Input, Process or Outcomes			Recommended Outcome			Comments	Recommendations	Suggestions	Commendations
		Supporting evidence # 1	Type	Supporting evidence # 2	Type	Supporting evidence # 3	Type		Supporting evidence # 1	Supporting evidence # 2	Supporting evidence # 3	Rec/Sug Met	Partially Met	Not Met				
	A more detailed Risk Register could be implemented combining both Covid and more general operational risks, with impacts and likelihoods assessed.	Mission statement and strategy provided (2021-26) including SWOT analysis.	I					Yes and triangulation	Meeting with senior team			Met			Discussed monthly at senior exec meeting, all risks are highlighted as meeting proceeds. Even recently there were more updates happening, it's a live process. This was evident in the document evidence and through speaking to senior team. HoS signs off on all risks.			
	The pandemic has clearly impacted on a number of strategic developments and whilst this challenge is recognized, the visitors are clear that the School should seek to refocus on these key areas in a more timely fashion and adapt more permanently to this new context.	Athena Swan action plan	P	KPIs for 19/20 up to 22/23 academic year	P			Yes	Meeting with senior team	Presentation		Met			The presentation was able to demonstrate that the School had an active plan for strategic developments and were able to demonstrate using new and existing KPIs to guide this. The School have Bronze Athena Swan and re-established the impetus for Silver, and the School were hopeful they would be able to submit at this level in the near future.			

		Standard 2 - Finance																	
2021 Recommendation	2021 Suggestion	Repository Evidence						Further evidence needed on visitation?	Visitation Evidence						Recommended Outcome			Comments	Recommendations	Suggestions	Commendations
		Type = Input, Process or Outcomes							Type - Input, Process or Outcomes												
		Supporting evidence # 1	Type	Supporting evidence # 2	Type	Supporting evidence # 3	Type		Supporting evidence # 1	Type	Supporting evidence # 2	Supporting evidence # 3		Standard Met	Partially Met	Not Met				
	The increase in any surplus from the expansion in overseas students should be invested appropriately in order to enhance the student experience.					Summary document	I	Yes	Meeting with senior team		Presentation			Met			There was acknowledgement of potential surplus from various avenues, some surplus goes back to central university and some is spent locally to benefit the vet students (eg U2 bus). In addition the School noted that some surplus was being spent on clinical placement provision to help meet the 2023 RCVS standard 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.).			

Standard 3: Facilities and Equipment

2021 Recommendation	2021 Suggestion	Repository Evidence (Type = Input, Process or Outcomes)						Further evidence needed on visitation?	Visitation Evidence (Type - Input, Process or Outcomes)						Recommended Outcome			Comments	Recommendations	Suggestions	Commendations	BVS response August 2024
		Supporting evidence # 1	Type	Supporting evidence # 2	Type	Supporting evidence # 3	Type		Supporting evidence # 1	Type	Supporting evidence # 2	Type	Supporting evidence # 3	Type	Standard Met	Partially Met	Not Met					
The School must be confident that the correct insurance is in place for all vehicles related to student travel to/from distributed sites and that all vehicles used for ambulatory practice are correctly insured.		EMR placement Inspection template	I					Yes	Meeting with senior team		Meeting with IMR and EMR team							Not met	The panel acknowledge that the School has progressed towards confidence by informing all students of the need for the correct vehicle insurance, and by requiring all practices to self certify that they have the correct insurance for their ambulatory vehicles, however, this is not checked. The panel were not assured that this process gave the confidence that was needed to meet this standard.	The school must provide evidence for the process that ensures that the correct insurance is in place for all vehicles related to student travel, and that all vehicles for ambulatory practice are correctly insured.			Regarding **student-owned vehicles**: In addition to the enhanced messaging for all students already introduced regarding motor insurance requirements, we will now ask students to specifically sign off that they have the appropriate motor insurance for their vehicle and that they have checked this with their insurer. We will do this during the 'Classroom to Clinics' weeks that are scheduled immediately prior to commencing final year when students start going to distributed sites for clinical rotations. Regarding **practice vehicles used for ambulatory visits**: The following question is included in the annual H&S/QA in person visit to each of our distributed sites: **Confirm business insurance is in place for all practice vehicles (including where applicable privately owned cars) and insurance covers transporting students?**
The School must ensure that all vehicles used for ambulatory work have effective restraint devices in place between the occupants and any equipment carried.		H&S forms for ambulatory vehicles	P	Photos of the restraints used in the different ambulatory vehicles	O			Yes and triangulation	Tour of ambulatory vehicle		Discussions with staff				Met			The School explained their process of reviewing vehicles for safety, including the restraint devices in ambulatory vehicles of EMR placement providers and that these were checked in person during their visits in advance of student participation.				
The School must re-establish effective oversight of the review and publication of Health and Safety (H&S) policies at the level of senior management.		Bristol Veterinary School svaa-full-doc	P					Yes and triangulation	Meeting with senior team		Meeting with curriculum team		Meetings with students		Met			The School has a lot of local H&S policies that they manage, it was evident that these are reviewed regularly. Students were aware of the pertinence of H&S documents, and there was evidence of discussion with external providers and their H&S policies. Central university H&S policies are updated regularly and accessible to students through Blackboard, and students are notified when they are updated.				
The School must ensure that their charity partner practices are accredited (by appropriate formal internal mechanism) by their relevant organisations.		SOPs	P	Clinical and customer audit reports.	O	Evidence supplied for PDSA VMD inspections	O	Yes and triangulation	Meeting with IMR and EMR team						Met			The charity practice used by the School have their own QA process, however, the School also uses its own QA process for charity practices.				
The School must ensure that their distributed sites for core intramural rotations have dedicated study and recreation spaces.		QA reports External Educational Partners	O	Photos of study and rest areas	O			Triangulation only	Meeting with senior team		Meeting with IMR and EMR team		Meetings with students		Met			Although there was some variance described by students in the quality and standard of study and recreation areas, the standard was met by the Schoofs QA of the practice.				
	The infrastructure of the campuses, particularly Langford, should continue to keep pace with the rapidly increasing student numbers.	Plans and infrastructure of new Langford teaching building	I					Yes and triangulation	Meeting with senior team		Tour of facilities				Met			The School is continuing to invest in additional study areas and student facilities. The School showed the plans for the new building (with capacity for large cohorts and small group teaching), and during the tour the panel observed the group learning rooms used for CBL, the lecture theatre with increased capacity and the dual plugs based on student feedback. The panel also saw the repurposed equine buildings which are now used for clinical skills, and Langford House which has a dedicated student lounge.				

Standard 4: Animal Resources

2021 Recommendation	2021 Suggestion	Repository Evidence Type = Input, Process or Outcomes						Further evidence needed on visitation?	Visitation Evidence Type - Input, Process or Outcomes						Recommended Outcome			Comments	Recommendations	Suggestions	Commendations
		Supporting evidence # 1	Type	Supporting evidence # 2	Type	Supporting evidence # 3	Type		Supporting evidence # 1	Type	Supporting evidence # 2	Type	Supporting evidence # 3	Type	Standard Met	Partially Met	Not Met				
The School must increase the quality assurance of off-campus sites, particularly those used for Extra-Mural Rotations (EMR).		QA processes for educational partners 2023 and 2024	P	BVSc Final Year External Placements Annual Report 22-23	O			Yes and triangulation	Meeting with IMR and EMR team		Meeting with students				Met			The School has appointed a Clinical Placements Director, and a Student Placement Coordinator to implement the policy which ensures QA for new and existing EMR placements. The School explained the policy for in-person visits and the frequency of these visits (Two in-person plus two online (or in-person) per year for existing practises, and monthly visits for new practices for the first 12 months).			
The School must ensure that all relevant animal handling training and assessment is successfully completed prior to students' first extra mural placements with the relevant species.		Proposal for OSCEs	I	BVSc AHEMS Handbook 2023-24	I			Yes and triangulation	Meeting with Pre-Clinical OSCE staff		Meeting with students				Met			The School discussed modifications to the schedule and method of assessment to include some in class assessment which has helped to expedite and to reduce student stress and improve animal welfare by reducing continuous/repetitive use during the assessment period. This was triangulated in meetings with students. There was recognition of time sensitivity of certain placements and the assessment schedules took this into account.			The School is commended for their innovative approach to animal handling and animal welfare during the in-class practical assessments, which has also served to create a nurturing learning environment for their students.
	The School should consider ways of increasing the exposure of students to more live animals, of all species, particularly in the early years of the curriculum, to enhance their competence and confidence in handling and husbandry, whilst maintaining full consideration for their welfare.	21-22Practical_Class_proforma_BVSc2LiveAnatomy		Proposed changes to units 2023_24_AGEP_AM2_OSCEs	I			Yes and triangulation	Meeting with Pre-Clinical OSCE staff		Meeting with students				Met			The School were able to describe examples of a wide range of opportunities for the students to handle live animals of a range of species, including continued sheep and dairy handling opportunities, and this was triangulated well by the students. Access to handling classes has increased in earlier years, and the School have invested in poultry, pigs and ponies, and have established partnerships for exotic species. The School has considered options to provide cat handling opportunities and will be trialling an in house staff cat provision, similar to how dog handling is currently provided by staff animals.			
	Efforts should continue to be made to visit larger abattoirs, particularly white meat.							Yes and triangulation	Meeting with senior team						Met			The School acknowledge the continued challenges with finding appropriate larger abattoirs. They discussed their confidence in the high quality training and experience the students were having through their own abattoir. The School said they would source a white meat abattoir should a student request it.			

		Standard 5: Information Resources															
2021 Recommendation	**2021 Suggestion**	**Repository Evidence** _Type = Input, Process or Outcomes_						**Further evidence needed on visitation?**	**Visitation Evidence** _Type - Input, Process or Outcomes_						**Recommended Outcome**			**Comments**	**Recommendations**	**Suggestions**	**Commendations**
		Supporting evidence # 1	Type	Supporting evidence # 2	Type	Supporting evidence # 3	Type		Supporting evidence # 1	Type	Supporting evidence # 2	Type	Supporting evidence # 3	Type	Standard Met	Partially Met	Not Met				
	The School should continue to develop study spaces and innovative resources for instructional material.	New Teaching Building folder of plans	I					Yes and triangulation	Meetings with students						Met			The School has demonstrated the development of additional study spaces through the repurposed use of existing buildings with plans for further facilities in new the build. They also demonstrated increased clinical resources for practise and instruction. The panel viewed this in use during the visit.			
	There should be sufficient technical staff to enable this as well as maintain and expand the existing equipment in order to fulfil the requirements for the increase in student numbers.	Summary doc	I					Yes	Meeting with senior team		Meeting with technicians				Met			The School was able to demonstrate an increased number in academic, technical and support staff in percentage terms greater than the increase in student numbers. New clinical demonstrators(10) had been employed to fit with the increased CBL. This was triangulated with students who felt they had good support for CBL and clinical skills.			

2021 Recommendation	2021 Suggestion	Repository Evidence Type = Input, Process or Outcomes						Further evidence needed on visitation?	Visitation Evidence Type - Input, Process or Outcomes						Recommended Outcome			Comments	Recommendations	Suggestions	Commendations	BVS response August 2024
		Supporting evidence # 1	Type	Supporting evidence # 2	Type	Supporting evidence # 3	Type		Supporting evidence # 1	Type	Supporting evidence # 2	Type	Supporting evidence # 3	Type	Standard Met	Partially Met	Not Met					
	The School should continue to improve wellbeing provision offered in line with the increase in student numbers. More frequent in person counselling services should be available at the Langford Campus.	Summary doc	I					Yes	Meeting with senior team		Meeting with students		Meeting with curriculum team				Not Met	The School demonstrated ongoing provision of wellbeing and counselling services both online and in person. There was variation in student awareness of the in-person services available on the Langford campus. There were examples of positive student experiences, however, the frequency of in person counselling services remains the same.		The School should continue to improve wellbeing provision offered in line with the increase in student numbers. More frequent in-person counselling services should be available at the Langford Campus with consideration of accessibility for students based on student feedback		We will continue to work with Wellbeing services to ensure our students have appropriate access to both in-person and online counselling services. The Wellbeing team is going through a restructure at the moment with a new operating model to be implemented from January 2025. We will continue to update on our wellbeing and counselling provision by way of annual reports.

2021 Recommendation	2021 Suggestion	Repository Evidence							Further evidence needed on visitation?	Visitation Evidence							Recommended Outcome			Comments	Recommendations	Suggestions	Commendations
		Type = Input, Process or Outcomes								Type - Input, Process or Outcomes							Standard Met	Partially Met	Not Met				
		Supporting evidence # 1	Type	Supporting evidence # 2	Type	Supporting evidence # 3	Type			Supporting evidence # 1	Type	Supporting evidence # 2	Type	Supporting evidence # 3	Type								
The School must ensure that the website is made easier to navigate, to find key documents and criteria, including costs, and to bespoke the information to the veterinary context (for example Fitness to Practice).		Bristol Veterinary School - Admissions Updates	P	Website	P				No								Met			The website contained a Key Info page with details of: EMS details/average costs, FtP link to RCVS website, course costs, additional costs, D1Cs, abattoir visit and post mortems as part of the course. There were details of bus links, and IMR placement information available. There was a lack of information on the School pages for students with disabilities who may want to study on vet degree. Generic support information for students with disabilities was available on the main university website.			
	The School should put plans in place to closely monitor employer feedback, especially after the change in admissions process in 2018/2019 and to consider how to monitor feedback from overseas employers.	Student Experience Report for APR Nov 2023	O						Yes	Meeting with senior team		Presentation					Met			The School graduated its first AGEP cohort (including a greater number of US students) in 2023 and UoB will have presence in larger conferences where they will be able to gather some graduate and employer feedback in association with the new American office. The School intends to consider feedback from vet GDP and employer external days with particular interest in the move away from interviews in 2018/19.			

Standard 8: Staff

2021 Recommendation	2021 Suggestion	Repository Evidence Type = Input, Process or Outcomes						Further evidence needed on visitation?	Visitation Evidence Type - Input, Process or Outcomes						Recommended Outcome			Comments	Recommendations	Suggestions	Commendations
		Supporting evidence # 1	Type	Supporting evidence # 2	Type	Supporting evidence # 3	Type		Supporting evidence # 1	Type	Supporting evidence # 2	Type	Supporting evidence # 3	Type	Standard Met	Partially Met	Not Met				
The School must ensure that all staff are appropriately qualified and prepared for their roles, particularly those involved in teaching and assessment, whether they are staff, residents or other postgraduates, adjuncts or off-campus contracted teachers.		CREATE overview for Pathway 1 and Pathway 3 staff 2023	I	Staff training records - all external partners	O	Various staff training records internal	O	Triangulation only							Met			The School demonstrated that there was a requirement for all academic staff to hold a teaching qualification equivalent to FHEA and that practices and visiting lecturers in contract with the School had completed in house training. Graduate trainers received bespoke UoB training.			
	The School should ensure that academic and, especially, support staff numbers are appropriate to support not only student numbers but the evolving curriculum.	Summary doc	I					Yes and triangulation	Meeting with senior team		Meeting with curriculum team				Met			There was sufficient staff to support practical training. The School has hired 10 graduate demonstrators and additional specialist technicians. Evidence was presented in the repository and in the presentations.			

		Standard 9: Curriculum																	
2021 Recommendation	**2021 Suggestion**	**Repository Evidence** _Type = Input, Process or Outcomes_						**Further evidence needed on visitation?**	**Visitation Evidence** _Type - Input, Process or Outcomes_						**Recommended Outcome**			**Comments**	**Recommendations**	**Suggestions**	**Commendations**
		Supporting evidence # 1	Type	Supporting evidence # 2	Type	Supporting evidence # 3	Type		Supporting evidence # 1	Type	Supporting evidence # 2	Type	Supporting evidence # 3	Type	Standard Met	Partially Met	Not Met				
	The School should ensure that the effects of ongoing curriculum evolution on student experience and outcomes continue to be monitored and reported in the RCVS Annual Monitoring Report. In particular, the impact of the proposed fundamental curriculum review and transition from the current curriculum to the new approach should be monitored.	Curriculum evaluation likert questions	P	BVSc Evaluation plan_Final	P	Final Focus Group Questions	P	Yes and triangulation	Meeting with curriculum team		Meeting with students				Met			Triangulation with the students revealed that they were comfortable and praised the new curriculum, as far as they have experienced it. The students were invited to contribute to the curriculum discussions. The school had gathered feedback on the curriculum change and was reviewing all comments received. The initial roll out of the curriculum to year one has gone well, the school will roll out to year 5 and 2 in 2024/2025 and subsequent years thereafter.			
	The introduction of an interactive curriculum map should be expedited, ensuring students and staff can readily understand the linkages between ILOs and D1C explicitly articulating a cohesive underlying framework, thus facilitating understanding how any session relates to the higher-level outcomes of both School programmes should be expedited.	BVSc1_ILOs_OCT23	I					Yes and triangulation	Meeting with senior team		Meeting with students		Meeting with curriculum team		Met			The School has mapped the curriculum through an Excel spreadsheet, identifying ILOs and D1Cs. Navigation of this system was demonstrated to the panel. The School also advised that ILOs are made available to students during lectures and in course handbooks.			

2021 Recommendation	2021 Suggestion	Repository Evidence						Further evidence needed on visitation?	Visitation Evidence						Recommended Outcome			Comments	Recommendations	Suggestions	Commendations
		Type = Input, Process or Outcomes							Type - Input, Process or Outcomes												
		Supporting evidence # 1	Type	Supporting evidence # 2	Type	Supporting evidence # 3	Type		Supporting evidence # 1	Type	Supporting evidence # 2	Type	Supporting evidence # 3	Type	Standard Met	Partially Met	Not Met				
	The School should expedite their plans for digitising OSCE assessments in order to decrease the administrative workload.	OSCE Protocol_Creating Exams in Risr.doc	P					Yes and triangulation	Smeeting with senior team		Meeting with Pre-Clinical OSCE staff		Meeting with students		Met			The OSCE team reported that the administrative burden and moderation had been made much easier with the new digitised OSCEs. Students who had experienced the new OSCEs spoke very favourably of them and noted that they had found them less stressful. They appreciated the immediate feedback they received, and could see where they had done well and where they could improve in the future.			The School is commended on their digitised OSCE assessments which has decreased their administrative workload and improved the consistency of delivery and feedback.
	The lack of inclusion of live animals for some handling OSCE stations is impacting the validity of these assessments and the School should consider ways to facilitate access to this resource, alongside appropriate welfare considerations.	Folder - DOPS Assessment Sheets	P					Yes and triangulation	Meeting with students						Met			The School has moved to in class assessments, which has reduced the volume of use of individual animals. They have increased the number of dogs, pigs, poultry, ponies and exotics the students are exposed to.			
	The School is encouraged to review the design of the BVSc Year 3 OSCE to optimise its reliability and validity in the context of the range and number of practical skills being assessed.	Veterinary Record - 2023 - Wood - Prioritising practical skills for farm animal veterinary graduates using a Delphi technique	I	Evidence of equine clinical skills for OSCEs	P			Yes and triangulation	Meeting with senior team		Meeting with Pre-Clinical OSCE staff				Met			The School has reviewed the design of the year 3 OSCEs to include clinically relevant skills before placements. The School utilises a psychometric analysis software to ensure the validity and reliability of assessment. This was explained at presentation and during interviews.			

Bristol Timetable

Wednesday 6th March 2024

Time	Meeting	Location	Attendees/Notes
16:00 – 18:00	Panel Member Pre-Meet	Cadbury Hotel	Panel members only
18:00 – 19:00	Confidential sessions	Cadbury Hotel/online	Panel members only

Thursday 7th March 2024

Time	Meeting	Location	Attendees/Notes
08:30 – 08:50	Pick up at hotel	Cadbury Hotel	
08:50 – 09:05	Panel Members meeting only		Panel members only
09:05 – 10:15	Senior Team		Tim Parkin Sheena Warman David Barrett Stuart Pope Emma Love Julie Dickson Tom Podesta 2 presentations are requested please: A 20 minute presentation on updates, including new build development and how the School is dealing with increased student numbers. A 10 minute presentation on employer feedback analysis/overseas employer engagement plans.
10:15 – 10:40	Meeting with Pre-Clinical OSCE staff		Julie Dickson, Sharon Holt, Anna Garvey
10:40 – 10:50	Comfort Break		
10:50 – 11:30	Tour of new build facilities		Tim Parkin, Stuart Pope
11:30 – 11:50	Tour of ambulatory vehicles		Tim Parkin, Stuart Pope
11:50 – 12:00	Comfort Break		
12:00 – 12:45	Meeting with 1st 2nd and 3rd year students		Minimum 10 students per year group, please include 5 year and 4 year courses.
12:45 – 13:30	Lunch and private panel meeting		
13:30 – 14:15	Meeting with 4th and 5th year students		Minimum 10 students per year group, please

Time	Meeting	Location	Notes
			include 5 year and 4 year courses.
14:15 – 14:45	Meeting with IMR and EMR team		Sheena Warman, Liz Arnold, Rebecca Vallis, Stuart Pope
14:45 – 14:55	Comfort Break		
14:55 – 15:20	Meeting with technicians		Sharon Holt, Justin McKinstry, Steph MacDonald, Alison Catterall
15:20 – 16:10	Meeting with curriculum team		Emma Love Chloe Anderson Julie Dickson Sheena Warman Presentation 15 mins to give a live demo from student perspective of D1Cs and outcomes software.
16:10 – 16:20	Comfort Break		
16:20 – 17:15	Mop up with senior team		Tim Parkin Sheena Warman David Barrett Stuart Pope Emma Love Julie Dickson Tom Podesta
17:15 – 17:40	Drive back to hotel		

Friday 8th March 2024

Time	Meeting	Location	Notes
08:40 – 09:00	Drive to School	Cadbury Hotel	
09:05 – 09:15	Meeting with HOS and Senior Team feedback		Tim Parkin Sheena Warman