

Accreditation visit to the University of Edinburgh, The Royal (Dick) School of Veterinary Studies

October 30 to November 4, 2022

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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Background Information:

1. The visitation to the Royal (Dick) School of Veterinary Studies, University of Edinburgh was undertaken conjointly between the RCVS, the Council on Education of the American Veterinary Medical Association (AVMA COE), and the Australian Veterinary Boards Council (AVBC) between October 30 and November 4 2022.
2. The visit was conducted as a single site visit, with two co-Chairs nominated by the RCVS and by the AVMA. The team stayed together for the majority of the visit, separating to visit the different facilities on campus, off-site abattoir, and practices used for teaching, and worked together as a group on drafting the report. The report on each of the standards, including the commendations and recommendations/suggestions, therefore represents the combined views of the whole international team. The report on each of the standards is for consideration separately by each country's accrediting body, including the SAVC who were not present on the visit, which is free to reach its own conclusions on accreditation based on its own national requirements.
3. The Chairs and visit team members would like to thank the University and especially the Dean/Head of School, Professor David Argyle, and his staff, for their hospitality and cooperation during the visit. The team was also grateful for all the work that the School staff had put into preparing the thorough self-evaluation report, which formed the basis of discussions during the visit.

Introduction to The Royal (Dick) School of Veterinary Studies R(D)SVS at the University of Edinburgh

4. The R(D)SVS was founded in 1823 and the School's mission is to benefit society and the environment by educating veterinary surgeons to become members of world-wide public and professional health care teams; and to advance veterinary and comparative medicine through research into disease and disease processes, with the goal of improving the health and welfare of both animals and human beings.
5. The R(D)SVS' major objective is to educate and to advance knowledge through research and clinical service. As such, it identifies three core pillars in which it is dedicated to providing excellence:
 - Education
 - Research
 - Clinical Service
6. This involves creating a research-led educational environment that serves to enhance the health and wellness of animals and people, nationally and globally.
7. The success of the R(D)SVS in meeting its varied objectives is a result of the talented academic and administrative staff who have a shared commitment to driving excellence. The responsibility for assessment of progress and success is shared amongst the School divisions, School committees, its research institute and Campus administration.
8. Strengths considered by the School include:
 - Outstanding academic, administrative and support staff with high morale.
 - Opportunities for academic staff to be promoted on the basis of either Research, Clinical Excellence, Teaching or a combination of these.
 - Significant inward investment into infrastructure creating an exceptional environment for teaching, research and clinical service.
 - Recruitment and retention of key staff.
 - A highly successful research programme through the Roslin Institute, ranking 1st in the UK for research power in the most recent REF (2021) exercise.
 - Campus infrastructure and resources.

- A strong education programme and a commitment to an outstanding student experience with strong support and welfare mechanisms for students experiencing difficulties.
- Teaching spaces including two clinical skills laboratories with advanced teaching aids.
- A strong clinical infrastructure that underpins clinical teaching.
- A strong postgraduate programme.

9. Challenges considered by the School include:

- Student debt is a major consideration for the School. The University has made available significant bursary options for non-full fee students, but increasing student debt amongst fee-paying non-EU students is an escalating problem. The University, through its North America Office, is actively encouraging philanthropic giving for the support of bursaries and scholarships for both USA and Canadian students across the University, and is one of its key funding aims going forward.
- Further escalation of salaries in both the basic and clinical sciences could put a strain on the School's ability to remain competitive in recruitment and retention of excellent faculty members.
- The success and growth of clinical and research programmes results in space being used very intensively.

Summary of Findings:

Standard 1 – Organisation:

There are no commendations, recommendations or suggestions for this standard.

Standard 2 – Finances:

There are no commendations, recommendations or suggestions for this standard

Standard 3 – Physical Facilities and Equipment:

Commendations

10. The quality, range, and maintenance of the teaching and learning resources, especially the new diagnostic, surgical, and critical care unit of the Equine Hospital are commended.

Recommendations

11. The School must ensure that all heavy equipment in vehicles is restrained in ambulatory practice vehicles.

Since the visit, the School has invested in new larger vehicles for both Farm and Equine ambulatory practices. An example picture of the new vehicles are attached. They are all Ford Rangers and we have had canopies and shelving installed in the rear boot. All equipment is now stored securely in the external boot, allowing staff and students to occupy the driving cabin. This change in vehicle leasing took longer than expected due to significant challenges with the University's new Finance system. However, we now consider this point fully addressed.

Suggestions

12. The School is encouraged to institute direct formal reporting of any accidents and near misses from Inglis.

We are working with Inglis on this, our students are already told to report accidents on rotations or EMS, this is signposted on LEARN. However, we look to what we can do in terms of better signposting. We are also working with Inglis staff to set up a form to enable them to also collate this information.

13. The School is encouraged to improve out-of-hours security in the small animal hospital pharmacy.

The pharmacy SOP has been updated and communicated to staff. Pharmacy is always locked out of hours and only relevant staff are given the code to the digital lock.

14. The School is encouraged to review the governance and ethical oversight of farm animal hospital cases, and consider whether these should fall within the remit of the Teaching Animal Use Committee.

This data will now be submitted annually for review by our Animals in Teaching Group and sent to the School Executive Team on an annual basis for oversight/comment.

Standard 4 – Animal Resources:

Commendations

15. The School is commended for the provision of a diverse array of exotic species.

Suggestions

16. The School is encouraged to identify additional opportunities for all students to undertake routine elective surgical procedures.

Please see our response to AVMA on this specific issue at the end of this document.

17. The School is encouraged to find a way to provide students with experiences in the handling and behaviors of normal healthy cats.

The School has established a working group to investigate further opportunities for students to develop their cat handling skills in years 1 and 2 of the programme. Previous work with local cat rescue organisations was discontinued due to disruption caused by recurrent infectious disease outbreaks at the rescue centres. The working group are examining how the School could support these rescue centres to address these challenges.

Standard 5 – Information Resources:

Suggestions

18. The School is encouraged to identify ways of making all EMS databases widely accessible to students.

The EMS team plan to create a new excel database, to be updated regularly by the EMS Administrator. The database will be made available on LEARN. Students will not be able to edit the document, but they will be able to filter information by species, postcode etc.

Standard 6 – Students:

Commendations

19. The School is commended on the support it provides to students and the care and enthusiasm of the faculty in caring for the wellbeing of the students.

Standard 7 – Admission and Progression:

Commendations

20. The School is commended for the wide range and success of widening participation initiatives.

Suggestions

21. The School is encouraged to ensure that information and expectations relating to Fitness to Practice are clearly visible to all applicants.

We have taken forward this suggestion and made this information clearly visible to applicants. Please see <https://www.ed.ac.uk/vet/studying/undergraduate>.

22. The School is encouraged to clearly signpost applicants to information on progression, exclusion, remediation and maximum period of study.

The Admissions Team is working with our Teaching Organisation to ensure appropriate signposting.

23. The School is encouraged to extend existing review of BAME student success on the programme to include other groups of students, and thus to inform admissions initiatives.

The School has a comprehensive portfolio of widening participation initiatives, with a recent successful focus on addressing socioeconomic inequity. We can report further on this in our interim report.

24. The School is encouraged to monitor numbers of applicants, MMI performance, and numbers of offers for different groups of students (e.g. gender, disability), both to ensure parity and inform future development of admissions processes.

The School has a robust approach to review of Multiple Mini Interview (MMI) data. The School has started to evaluate outcomes within the program for different groups of students, with an initial focus on attainment within the program for Black, Asian, and minority Ethnic (BAME) students (see Accreditation Standard 7 Admissions Presentation.pdf and 2023 scoring guidelines.pdf).

Standard 8 – Academic and Support Staff:

Commendations

25. The School has a supportive working climate that enables faculty and staff achievement.

Standard 9 – Curriculum:

Commendations

26. The curriculum team is commended for their evidence-based approach to innovation within the curriculum, for example the introduction of immersive simulation.
27. The School is commended for the emphasis on biosecurity training throughout the programme.
28. The School is commended for the development of the Virtual Slaughterhouse.

Suggestions

29. The School is encouraged to ensure that all staff involved in teaching (including professional services and nursing staff) are appropriately trained in teaching.

From the start of core rotations in the 2023/24 academic year, all persons, including residents and professional services staff, who provide feedback to students during final year rotations, must have completed mandatory training relating to EPAs and providing constructive feedback.

30. The School is encouraged to undertake a review of course Individual Learning Outcomes to ensure they are written in accordance with established best practice.

All course organisers and rotation leads have been signposted to appropriate guidance and instructed to update course level ILOs in accordance with best practice. The revised ILOs are currently being considered by the BVM&S Learning & Teaching committee prior to approval by the R(D)SVS Board of Studies.

31. The School is encouraged to identify additional opportunities for spectrum of care focused teaching and practice opportunities.

The SPACEs (Synoptic Problems And CAces) curriculum will be introduced into the BVM&S programme from 2023/24. These cases will be introduced to students in 1st year and revisited each year until the start of final year and will include a particular focus on spectrum of care considerations before students start their clinical rotations.

32. The School is encouraged to identify ways of increasing students' involvement in routine farm animal ambulatory work.

Ambulatory farm animal visits will be audited to determine the proportion of calls where a student(s) is in attendance. Opportunities to increase the proportion of calls attended by students will be explored, but not at the expense of structured clinical activities (e.g. fertility visits, disbudding/calf health sessions and herd/flock health visits), which are designed to ensure consistent participation of all students in these domains of practice.

33. The School is encouraged to consider how students who undertake 6 weeks of observational EMS and 10 weeks of research EMS are supported to ensure that their remaining EMS experience is optimised to support their practical and clinical skill development.

Any student requesting to undertake more than six weeks research EMS will be interviewed by the EMS team and the request will only be approved in exceptional circumstances, where the student can demonstrate that such a request aligns with their career plans upon

graduation.

Standard 10 – Assessment:

Commendations

34. The School is to be commended for comprehensive, well managed, assessment processes and for their efforts to renew assessment to enhance and support student learning through coaching.
35. The School is to be commended for the move to include workplace-based assessments (miniCex) and for exploring a programmatic approach to assessment.

Suggestions

36. The School should monitor the impact of the replacement of DOPS for individual rotations with student-led MiniCEXs across core and selective rotations to ensure that essential clinical competencies are not overlooked, but are demonstrated by all students prior to graduation.

The School is continuing as planned to explore alternative online systems to allow clearer evidencing and tracking of competency development. We are also continuing as planned with our evaluation and monitoring of the mini-CEX approach. Audit and reporting will be captured by both the Learning & Teaching and Quality and Enhancement Committees.

37. The School should provide a clinical competence tracking tool to report the current status on progress to achievement of students' clinical competencies, as this would help inform and focus student's learning and assist clinical teachers.

In partnership with the medical school, the College has started the process of procuring a competency tracking tool for use by BVM&S students. Due

to the long time scales associated with large procurement projects, the school is looking to introduce competency tracking software (MyProgress) to the 1st year cohort in 2023/24. This pilot project will be used to inform the procurement tender and to co-design with students how the curriculum will interact with this new tool.

Standard 11 – Research Programmes:

Commendations

38. The School is commended on the quality and breadth of its research and the opportunities afforded to students for research.
39. The School is commended on the introduction of the DVetMed programme to enable a standardised system for residency training across a wide range of disciplines.

Standard 12 – Outcomes Assessment:

Recommendations

40. All students must be able to attain entry-level competence in basic hands-on elective surgery.
Please see our response to AVMA on this specific issue at the end of this document.

Suggestions

41. The School is encouraged to explore students' concerns regarding NAVLE preparation and address appropriately.

A new optional zero credit bearing NAVLE prep course has been approved by the BVM&S Learning & Teaching Committee and R(D)SVS Board of Studies. This course will have its own presence on the virtual learning environment and will be used to focus the school's NAVLE preparation support for students.

42. The School is encouraged to use all available outcomes data, including data from the RCVS VetGDP new graduate and employer surveys, for quality improvement and to address identified issues.

The school has appointed a Quality Assurance and Improvement data scientist who is currently analysing a range of data sources, including the RCVS VetGDP surveys. The results of this analysis will be reported to the relevant school and programme level committees and used to inform future curriculum development.

Standard 1: Organisation

- 1.1 The school must develop and follow its mission statement which must, as a minimum, embrace all the accreditation standards.
- 1.2 The school must have a strategic plan and an operating plan.
- 1.3 An accredited school of veterinary medicine must be a part of an institution of higher learning accredited by an organisation recognised for that purpose by its country's government. A school may be accredited only when it is a major academic administrative division of the parent institution and is afforded the same recognition, status, and autonomy as other professional schools in that institution.
- 1.4 The head of school or dean must be a veterinarian and must have control of the budget for the veterinary programme. There must be a veterinary surgeon(s) responsible for the professional, ethical, and academic affairs of the veterinary medical teaching hospital(s)/clinic(s).
- 1.5 There must be sufficient administrative staff to adequately manage the affairs of the school as appropriate to the enrolment and operation.
- 1.6 The school must provide evidence that it manages concerns about, or risks to, the quality of any aspect of the veterinary programme.

Background

43. The University of Edinburgh is a degree-awarding institute as recognised by the Secretary of State and by Royal Charter. The Privy Council recognises the Institution as a university. In terms of Quality Assurance, the University undergoes an Enhancement-Led Institutional Review (ELIR) every four years. ELIR is the method by which the Quality Assurance Agency (Scotland) reviews universities and other higher education institutions in Scotland. The most recent ELIR review took place in March 2021. The ELIR team concluded that the University has effective arrangements for managing academic standards and the student learning experience. An Internal Periodic Review in spring 2022 commended the School for their proactive approach to improvement and excellence, the support and resources in place to enhance the student experience and the sense of community within the school.
44. The School's mission is to benefit society and the environment by educating veterinary surgeons to become members of world-wide public and professional health care teams; and to advance veterinary and comparative medicine through research into disease and disease processes, with the goal of improving the health and welfare of both animals and humans.
45. The School is one of two schools within the College of Medicine and Veterinary Medicine. The Royal (Dick) School of Veterinary Studies is located on the Easter Bush Campus of the University of Edinburgh and comprises of the Schools teaching buildings and laboratories; the associated hospitals and clinics, the Roslin Institute building and the accompanying University farms.

46. The School is structured to include eight Academic Divisions, in addition to the Veterinary Teaching Organisation (VTO, the administrative teaching structure) and the Roslin Institute (the School's research arm).
47. The eight core academic divisions are:
- Veterinary Biomedical Sciences
 - Veterinary Pathology
 - Production Animal, Food Security, Public Health and Epidemiology
 - Equine Sciences
 - Companion Animal Sciences (including Anesthesiology and Diagnostic Imaging)
 - Veterinary Medical Education
 - Animal Welfare and Conservation Medicine
 - Global Academy of Agriculture and Food Systems
48. In 2008, the University incorporated the Roslin Institute into the R(D)SVS and the majority of the School's research faculty are based within this institute. The Institute Director and Associate Dean for Research within R(D)SVS is Professor Bruce Whitelaw who reports directly to the Head of School. The management group of CMVM is the College Strategy Group chaired currently by Professor Argyle and includes the Heads of Schools in addition to appropriate research and administrative units. The CSG is responsible collectively for College policy and management.
49. The vast majority of the School's research is based within the Roslin Institute and Global Academy. The Director of the Institute is the Associate Dean for Research, and the Institute comprises four research divisions although the structure is under review at present:
- Functional Genetics and Development
 - Genetics and Genomics
 - Infection and Immunity
 - Clinical Sciences
50. The School intends to establish the Division of General Practice in the next year to further develop emphasis on general veterinary practice (either species specific or mixed) within the R(D)SVS veterinary curriculum and promote the benefits of careers in general practice as an aspirational career path for graduates.
51. Professor David Argyle is the Head of School for the R(D)SVS and Dean of Veterinary Medicine. Professor David Argyle is also currently Acting Vice-Principal and Head of CMVM. Professor David Argyle as Head of School chairs the School Executive Team (SET), the main decision-making body of the School.

52. The School has the following strategic leadership committees and chairs:

Easter Bush Programme Development Board - College Registrar
Easter Senior Leadership Team (SLT) - HoS
School Executive Team (SET) – HoS
The Roslin Science Management Group (SMG) - Director of the Roslin Institute
Roslin Executive – Director of the Roslin Institute
GAAFS Executive – Director of GAAFS
Easter Bush Campus Research Group - Dean of R(D)SVS Research
Easter Bush Innovation Committee - Dean of R(D)SVS Innovation
Campus H&S Committee - Campus Operating Officer

53. The School has a Committee Procedure, which describes the appointment process and duration of committee membership. Both Undergraduate and Postgraduate student representation is a key consideration when forming or changing a committee.

Comments

54. A well-developed mission statement is described on the home page of the School's website and there is widespread evidence to show this is followed.

55. A strategic plan is available for 2020–2025, which integrates the short-term and long-term mitigation strategies of the COVID-19 pandemic. Six strategic priorities are identified in the plan. Against each priority, clearly defined objectives and strategies to achieve those objectives are outlined together with qualitative key performance indicators (KPIs) for each.

56. The University administration is supportive of the School, organisationally and financially, providing a range of centralised resources.

57. Professor David Argyle FRCVS is the Head of the School and is also Acting Vice Principal and Head of the College of Medicine and Veterinary Medicine, a temporary position he has taken on due to the abrupt onset of illness of the current Head of the College. This is a role Professor Argyle has fulfilled in the past. He has stepped down from his clinical duties at the School during his time and has been fully supported by the School to be able to provide the leadership for both the College and the School. The College has begun the process of searching for a new Head of College.

58. The School currently has eight core academic divisions. Over the next year, the School intends to establish a new Division of General Practice to further develop the emphasis on general veterinary practice.

59. The School has a well-defined committee structure with appropriate linkages to provide managerial control and appropriate governance. The BVM&S Learning and Teaching Committee is a large but active committee containing a comprehensive cross section of the faculty as well as students. The majority of the core rotations take place within the School's own hospitals and clinics. The School has one core rotation that is off-site at Inglis Veterinary practice in Cowdenbeath. A contract is in place with Inglis which contains clearly defined expected standards of educational value from each case.
60. The School has an Associate Dean for Equity, Diversity, and Inclusivity (EDI) and an EDI committee that works with senior management.

Commendations

None.

Recommendations

None.

Suggestions

None.

Standard 2: Finances

- 2.1 Finances must be demonstrably adequate to sustain the educational programmes and the requirements for the school to meet its mission.
- 2.2 Schools with other veterinary-related professional and non-professional (eg. veterinary nursing, animal science) undergraduate degree programmes must clearly report finances (expenditures and revenues) specific to those programmes separately from finances (expenditures and revenues) dedicated to all other educational programmes.
- 2.3 Resources allocation must be regularly reviewed to ensure it meets the requirements for accreditation of the professional veterinary degree.
- 2.4 Clinical services, field services, and teaching hospitals must function as instructional resources. Instructional integrity of these resources must take priority over financial self-sufficiency of clinical services operations. Clinics must be run as efficiently as possible, for example with transparent business plans, in order to set an example of good business practice for students.

Background

Income

61. There has been steady growth in total income for the School since the last accreditation visit in 2015. Although there appears to be a marked increase in income derived from students this is not due to a large increase in tuition fees, rather in previous years, only the fee income budget was reported and not gross tuition fees received by the School. This change of recording addresses a perceived large gap in income vs expenditure in previous years.
62. The School has not deliberately increased student numbers in recent years and student numbers remain stable.
63. There has been significant growth in Teaching Hospital revenue.
64. Research income has remained stable over the last 5 years with continued success by staff in grant applications. Overall, revenue sources are robust and the School does not anticipate any major changes to funding streams.

Expenditure

65. The expenditure of the School overall has risen by 13.5% over the last 5 years, and correlates with growth in income, in particularly in the clinical commercial activities.
66. During the pandemic there were small decreases in certain expenditures over 2019-2021 reflecting the way in which the School adapted to teaching and working. This includes a 10% decline in instruction, academic support and student services, mainly due to the cancellation of

community based events, which could not take place during the pandemic.

67. Consolidated financial plans allow for cross-subsidisation, whilst achieving the agreed financial strategy of delivering an underlying operating surplus of 3-5% income.

University Funding Model

68. The School's finances are monitored through monthly reporting of management accounts to review performance. Detailed reports, which are issued to senior management and budget holders, compare actual financial performance to the planned budget and provide a full year financial forecast to enhance understanding of the School's financial performance and to provide managers with the information required to manage financial resources and make better decisions. The management accounts feed into and are complemented by the University's quarterly planning forecasts to ensure long term sustainability. The quarterly planning forecasts deliver a five-year income and expenditure budget for the School.
69. The School's financial portfolio operates with a margin of 27% enabling investment in improved facilities, equipment and staffing. There has been investment in infrastructure with the Equine Diagnostic Surgical and Critical Care Unit opening in 2018, by the Charnock Bradley Building in 2018 and the Large Animal Research and Imaging Facility in 2021.
70. Increased income from clinical services has enabled investment in the Hospital for Small Animals with 5 extra consult rooms added in 2020/21 and a new canine ward that opened earlier this year (2022). The School is currently working with Midlothian Council on plans to relocate the Small Animal Practice to a new building close to the Campus. The School has invested in clinical equipment, including £2m for a replacement LINAC, £250K for a new Vendor Neutral Archive System, and equipment for Ophthalmology and Dentistry services. There has been a rolling replacement programme for older equipment which has funded replacement of all theatre lights, a new C-arm and associated table.

Future Finances

71. It is predicted that growth in revenue from clinical activities should result in increased income levels over the next five years. This expected growth is in embedding the Dentistry service, expanding Ophthalmology services, the acquisition of local practice client registers for Equine and Farm Animal. The relocation of the general practice there will provide more space in the Small Animal Hospital which can be reconfigured to allow an increase in referral activity, and the growth of the general practice. The Pathology department has a plan to increase income through external contracts and collaboration.

Comments

72. The University of Edinburgh operates on a modified Responsibility Centered Management model. The School is responsible for all its directly incurred income and expenditure, whilst making a contribution towards central support group costs, which includes facilities

maintenance / estate costs. The most up-to-date information has been provided in a separate attached file (see Additional_Info_Income and expenditure annual summary_131022.xlsx); the total revenue for 2020/2021 was £76,293k and expenditure was £61,083k with the difference being £15,210 k. This difference between revenue and expenditure is returned to the University as the School's contribution.

73. Much of the contribution to the University is returned to the School in the form of the Estates and Buildings budget which provides for building renovation and new building projects. The Estates and Buildings division budgets £10M to cover maintenance for the School in the 2020/2021 year.
74. Financial decisions within the college are made based on the amount involved. Modest purchases can be made at the division level and intermediate expenditures such as a new faculty position are made at the College level. Major expenditures less than £1M must be submitted for a minor works bid. Larger project such as major changes to facilities/new buildings are taken to the University and then prioritised by the University for funding. Major buildings may be funded entirely by the University, or by partial University funding and other external funding. The School has been very successful in funding projects over the last five years, for example the Charnock Bradley Building and the Large Animal Research and Imaging Facility.
75. The cost of training a veterinary student is listed as £35k but this is an estimate based on the idea that most of the expense of training a veterinary student occurs in the final year and that it is very difficult and somewhat arbitrary to completely itemise monies spent on instruction vs. clinical service. Student aid is limited and somewhat variable, but the Dean has discretion to provide support from funds available to him under special circumstances.
76. The total Teaching Hospital revenue in 2021/22 was £13.6M and expenditure was £13.1M and both revenue and expenditure are predicted to increase over the next three years. The Hospital covers 30% of the lecturer salaries that participate in hospital service, 50% of house officer funding, and 70% of veterinary nurses' salaries.
77. A modest number of students undertake an intercalated degree through other departments on campus.
78. The University Farm, Teaching Hospitals, and Field Services all function as instructional resources.
79. While the total Veterinary Teaching Hospitals revenue in 2020/21 exceeded expenditures, instructional integrity was prioritised over financial self-sufficiency.

Commendations

None.

Recommendations

None.

Suggestions

None.

Standard 3: Facilities and Equipment

- 3.1 All aspects of the physical facilities must provide an environment conducive to learning.
- 3.2 The veterinary school must have a clear strategy and programme for maintaining and upgrading its buildings and equipment.
- 3.3 Lecture theatres, teaching laboratories, tutorial rooms, clinical facilities and other teaching spaces must be adequate in number and size, and equipped for the instructional purposes and must be well maintained. Students must have ready access to adequate study, recreation, locker and food services facilities.
- 3.4 Offices, teaching preparation and research laboratories must be sufficient for the needs of the academic and support staff.
- 3.5 Facilities must comply with all relevant jurisdictional legislation including health, safety, biosecurity and UK animal welfare and care standards.
- 3.6 The institutions' livestock facilities, animal housing, core clinical teaching facilities and equipment must:
 - be sufficient in capacity
 - be of a high standard and well maintained
 - be fit for purpose
 - promote best husbandry, welfare and management practices
 - ensure relevant biosecurity and bio-containment
 - be designed to enhance learning.

Clinical teaching facilities

- 3.7 Core clinical teaching facilities may be provided on campus and/or externally through a 'distributed' model. The school must ensure any hospitals and practices involved with core teaching must meet the relevant RCVS Practice Standards and (for UK schools) be accredited under the RCVS Practice Standards Scheme or to the relevant standard for the teaching undertaken at the establishment.
- 3.8 All core teaching sites (whether on campus or external) should provide adequate learning spaces including adequate internet access.
- 3.9 The School must ensure students have access to a broad range of diagnostic and therapeutic facilities, including but not limited to: pharmacy, diagnostic imaging, anaesthesia, clinical pathology, intensive/critical care, surgeries and treatment facilities, ambulatory services and necropsy facilities.
- 3.10 Operational policies and procedures must be posted for staff, visitors and students.
- 3.11 Appropriate isolation facilities must be provided to meet the need for the isolation and containment of animals with communicable diseases and operated to provide for animal care in accordance with accepted modern methods for prevention of spread of infectious agents.

Background

80. **The Easter Bush Campus (EBC)** is now firmly established as the home of the R(D)SVS, accommodating the majority of the School's physical facilities and equipment. Other locations

are Langhill Farm, located two miles from campus and the Dick Vet in the Community (All4Paws) outreach centre, based in the city centre. The EBC accommodates the following facilities:

81. **The William Dick Building** provides the majority of teaching spaces, student support facilities and administrative offices. The ground floor has a large atrium and reception area, a cafeteria, two large lecture theatres each with a capacity of 202, two digital group-teaching suites capable of seating 48 and 60 students in groups with access to computers, a 98-seat seminar room, anatomy dissection room, post-mortem room with bio-secure viewing gallery and associated diagnostic laboratories, multi-head microscope teaching room, two large teaching laboratories, student common room and a large student locker room with shower facilities. On the first floor, there is a large library with five tutorial/meeting rooms and a quiet study area leading directly off the library and five other larger tutorial/meeting rooms on the same floor. All these tutorial rooms can be used for private study when not in timetabled use. For more practical studies there is a large 'study landscape' with teaching aids, specimens and group study areas with computer access and a small animal clinical skills laboratory which houses further specimens and clinical equipment. The first floor houses the BVM&S student hub incorporating student support services and the teaching administration team. The second floor has academic and administrative staff offices, meeting rooms, a second multi-head microscope room for teaching purposes and a staff breakout area.

82. **The Hospital for Small Animals (HfSA)** accommodates the mixed species general practice (primary) and full referral services for all small animals. The School also has diagnostic imaging and anesthesia specialist-led supporting services. The HfSA houses diagnostic and therapeutic facilities that include consulting rooms, treatment rooms, imaging facilities, pharmacy, a range of surgical theatres and recovery suites, laboratory facilities, wards for dog, cats and exotic species, kennelling and isolation facilities for both pathogen control and radiation protection. The HfSA has overnight accommodation for staff and students on emergency and critical care rotations. There is office accommodation for academic and administrative staff, as well as a range of tutorial rooms. The Riddell-Swan Veterinary Cancer Centre includes a therapeutic Linear Accelerator, CT and 1.5 Tesla MRI. The HfSA also houses the Royal (Dick) Edinburgh Physiotherapy Assessment and Intensive Rehabilitation (REPAIR) Centre.

83. **Dick Vet Equine** comprises 'The Dick Vet Equine Practice' (DVEP ambulatory) and 'The Dick Vet Equine Hospital' providing referral services. Three large diagnostic and treatment rooms houses the advanced dentistry service and orthopaedics. Adjacent to this area is the equine biobank. Indoor and outdoor trotting areas, a soft and hard lunge area and a large ménage are used for demonstration /tutorials and diagnosis of clinical cases. Adjoining the main hospital is the new Equine Diagnostic, Surgical and Critical Care Unit (EDSCU) – this has a preparation area, two operating rooms (soft tissue and orthopaedic) and a standing surgical room. There are three induction/recovery rooms with an assisted recovery system. There is a surgical teaching observation gallery and tutorial space provided in this facility with a camera and microphone system. The building also houses a triage area and an imaging and radiography facility, along with dedicated ICU with associated support services space. In separate units but located close to

the Equine Hospital, there are dedicated Isolation facilities, a scintigraphy unit and standing low field MRI unit.

84. **The Farm Animal Hospital** accommodates the farm animal teaching facility. It has a range of animal accommodation capable of housing all the main agricultural species. There are student changing facilities, tutorial rooms, teaching laboratories, procedure rooms and animal handling facilities. This facility is dedicated to teaching using donated clinical cases. There are isolation facilities close by, but separate from the Hospital, allowing the treatment of referred cases.
85. **Easter Bush Middle Wing** accommodates the Farm Animal Practice (ambulatory). Facilities include a reception area, student breakout area, tutorial room, pharmacy and diagnostic laboratory. This wing also provides office accommodation for both farm and equine staff, alongside key support staff.
86. **F Block and I Block** include the Large Animal Clinical Skills Lab, tutorial rooms, Exotic Animal Teaching Facility, Equine Scintigraphy Unit and Farm Animal Isolation rooms.
87. **The Sheep Shed** is located adjacent to the main Campus within walking distance of the teaching building. The sheep shed is used to demonstrate both husbandry and veterinary care. There are dedicated changing facilities.
88. **The Roslin Institute** houses the majority of research activity for the School and the avian and aquaculture animal research facilities. The building provides office, laboratory and meeting/seminar space for over 500 staff and postgraduate research students.
89. **The Charnock Bradley Building** opened in 2018. It accommodates the Roslin Innovation Centre, occupying the majority of the two upper floors. The Easter Bush Science Outreach Centre (EBSOC) is based on the ground floor alongside a number of facilities to enhance both the staff and student experience, such as a gym, cycle change facilities, multi faith contemplation space and confidential discreet meeting spaces used by Student Counselling services and Occupational Health. The Roslin Innovation Centre, alongside Edinburgh Innovations, provides students with access to entrepreneurial activity on the Campus and support to grow their ideas.
90. **The Large Animal Research and Imaging Facility (LARIF)** is the newest facility on campus (2021). It provides adaptable animal holdings, environmentally controlled rooms and isolation rooms suitable for research on cattle, pig and sheep. There are two surgery facilities alongside an ICU with capacity for 24/7 anaesthesia support. These facilities provide postgraduate students with direct practical translational research experience with large animals.
91. **Langhill Farm** is a 250-hectare livestock farm that surrounds the Campus. These facilities include accommodation of a 220-cow dairy herd and its young stock. It has modern milking and animal handling facilities. Although all of the farm facilities are used for demonstration and teaching, to provide safe and unhindered access to cattle there is a dedicated building with

special stocks to use for teaching. There are camera facilities to provide staff and students remote access to the cattle sheds in order to monitor activity during birthing season. There are tutorial rooms and student changing facilities on site. The School also owns Dryden Farm, located near Langhill currently accommodating experimental animals.

92. **Dick Vet in the Community (All4Paws) Outreach Centre**, located in the city, is a free, student-run service that offers veterinary advice to pets of people who are homeless or vulnerably housed. The service offers a limited range of veterinary care such as free health checks, vaccines, flea/tick and worm treatments, microchips and spay and neuter information. This supports the social responsibility aims in working with the local community.
93. **Inglis Veterinary Practice** a small animal first opinion practice in Cowdenbeath, Fife is used as a core clinical rotation and also as a selective. Regular trains and buses run between Edinburgh and Cowdenbeath.
94. **New small animal general practice** is to be located close to the Campus, releasing the practice space within the existing hospital for expansion of referral activity.

Health and Safety

95. The responsibility for Health and Safety (H&S) across the School lies with the Head of School. The Head of School manages this through the H&S team consisting of 2.8 FTE staff. The School has a Health and Safety Policy, which details arrangements and responsibilities and complements the University of Edinburgh Health and Safety Policy.
96. The School's H&S team ensures continuous improvement in H&S performance by investigating accidents, near misses and reported hazards. All elements of the H&S management system are reviewed regularly, inspected and audited.
97. The Campus has a H&S Committee, which has both undergraduate and postgraduate student representatives. This Committee receives formal reports from the Genetically Modified Biological Safety Committee, and the Radiation Protection Committee. These Committees report and provide minutes directly to the School Executive Team. The H&S Manager works closely with the University's Director of H&S and relevant advisors in the central University department.
98. All staff are required to complete the H&S training relevant to their roles and receive a H&S induction as part of their formal induction process. Risk assessments are in place for the range of hazards present on Campus and these are used to create safe systems of work/local rules, which are regularly reviewed. H&S information is provided to the students via LEARN (Virtual Learning Environment) who must refresh their training annually in order to progress with their practical classes.

99. The School has Radiation Protection Supervisors (RPSs) in key areas who are responsible for ensuring compliance with the University policy on the safe use of radiation. Undergraduate students are taught about the principles of radiation safety during their 3rd year. Students are provided with a portable electronic dosimeters (PED's) to wear under a lead apron when assisting with controlling animals in Large Animal Hospitals or in the field using portable X-Ray units.
100. Students are under direct and continuous supervision when handling schedule 2 and 3 controlled drugs. Fire safety arrangements are based on fire risk assessments that are conducted by the University Fire Safety Unit. Automatic fire detection and alarm systems are in place in all buildings.
101. Staff and students are encouraged to report all accidents, incidents and hazards. All accidents and incidents are investigated and recorded.
102. Undergraduate students receive an annual health screening survey from the University's Occupational Health Unit. Any remedial actions are communicated to the Student Support team and relevant academic mentor.

Off Site Health and Safety

103. Inglis Veterinary Practice in Cowdenbeath, Fife is the only off-campus core-training site, as a separate independent business, they have their own H&S policy. The key clinical contact at Inglis ensures that students are appropriately supervised and trained in Practice H&S and reports any incidents involving students to the School.

Pathology

104. The School has a large necropsy suite with a capacity of 50, capable of accommodating most species. It is fully serviced with hoists and a hydraulic table to allow safe handling and examination of carcasses. There are dedicated changing facilities and there is a bio-secure viewing gallery, permitting the demonstration of necropsy material to students without the need to enter the suite. The viewing gallery has screens, microphones and cameras to allow close viewing of such material and discussion with the pathologist. The School has a comprehensive range of histology, clinical laboratory and microbiology facilities.

Leisure Areas

105. The Campus has two cafeteria areas, in addition students can also bring their own food to eat in these areas and microwave ovens are provided. The undergraduate vet students also have a dedicated common room with table games and soft seating. There is a modern gym in the Charnock Bradley Building. A new perimeter access road incorporates a 5km 'trim trail' and a new grass pitch was created in 2021 for sporting events. There is a large garden, for quiet walks and a volunteer-run campus vegetable allotment and apiary.

106. The School built a new energy centre in 2016, and a new solar farm is in the final stages of commissioning. The power from this resource will supplement that of the energy centre and ensure that the majority of the Campus' energy supply is generated from low or zero carbon technologies.

Comments

107. The William Dick Building provides the majority of teaching and study space, catering, social area and staff offices. New additions to the facilities since the last visit include the Charnock Bradley building (2018) which contains the Roslin Innovation Centre, Easter Bush Science Outreach Centre, gym and cycle changings, student counselling room, an occupational health room, and a room for reflection; the Large Animal Research and Imaging Facility (LARIF) (2021) and campus nursery (2018). On site there are teaching hospitals for small animals, horses and production animals. All buildings are spacious, well equipped and maintained to provide an excellent learning environment for the students. The School provides both a farm animal and equine ambulatory service. Whilst vehicles are clean and modern, there is insufficient boot space to accommodate all of the clinical equipment for visits which is stored on the passenger seats and footwell in the back of the cars. Inglis Veterinary Practice is an off-campus core rotation providing students with opportunities for medical and surgical experience in a general practice.

108. Effective biosecurity and safety measures are in place and regularly monitored on campus and at Inglis. However, there is no direct formal reporting of accidents and near misses from Inglis to the School.

109. Students have no access to controlled drugs but can potentially access the hospital pharmacy overnight as this is not currently locked. This is contrary to the standard hospital policy.

110. Animal accommodation on campus is properly constructed and maintained to provide an appropriate environment to ensure animal welfare. Equipment in all of the on-campus sites is modern and of a high standard to facilitate examination, diagnosis, and treatment of all major species. Whilst the equipment and facilities at Inglis are more basic, it is well-maintained, and its functionality is aligned to that seen in a core general practice. All core sites including Inglis provide a good learning and working environment. Farm animal hospital teaching cases are donated or purchased by the School and are under the care of the farm animal clinical staff; there is no oversight of these teaching animals by the Teaching Animal Use Committee.

Commendations

111. The quality, range, and maintenance of the teaching and learning resources, especially the new diagnostic, surgical, and critical care unit of the Equine Hospital are commended.

Recommendations

112. The School must ensure that all heavy equipment in vehicles is restrained in ambulatory practice vehicles.

Recommendation 112:

Thank you for raising the issue with ambulatory cars. Since the visit, the School has invested in new larger practice vehicles for both the Farm and Equine ambulatory practices. An example picture is provided in Appendix 1. They are all Ford Rangers and we have had canopies and shelving installed in the rear boot. All equipment is stored securely in the external boot, allowing staff and students to occupy the seating/driving cabin. This change in vehicle leasing agreements too longer than expected due to significant challenges with the University's new Finance system. However this point now fully addressed.

Suggestions

113. The School is encouraged to institute direct formal reporting of any accidents and near misses from Inglis.

Suggestion 113:

The School has a Standard Operating Procedure in place which was updated in January 23 following the visit. This ensures the pharmacy is locked when unmanned and only relevant staff members are given the code. The code is changed regularly. Students are not allowed unsupervised access to the pharmacy and are not given the code.

114. The School is encouraged to improve out-of-hours security in the small animal hospital pharmacy.

115. The School is encouraged to review the governance and ethical oversight of farm animal hospital cases, and consider whether these should fall within the remit of the Teaching Animal Use Committee.

Standard 4: Clinical Resources

- 4.1 Normal and diseased animals of various domestic and exotic species must be available for instructional purposes, either as clinical patients or provided by the institution. While precise numbers are not specified, the school must provide access to sufficient numbers of animals and quality of animal material to provide the necessary quantity and quality of animal husbandry and clinical instruction.
- 4.2 Schools must ensure that students are competent in animal handling relevant to the workplace learning and clinical work to be undertaken and that Health and Safety matters are briefed before the student begins their placement.
- 4.3 It is essential that a diverse and sufficient number of surgical and medical patients be available for the students' clinical educational experience including patients in primary care settings.
- 4.4 Experience can include exposure to clinical education at external sites, provided the school quality assures these clinical experiences and educational outcomes to at least the same standard as university owned facilities. Further, such clinical experiences should occur in a setting that provides access to subject matter experts at the appropriate level, reference resources, modern and complete clinical laboratories, advanced diagnostic instrumentation and ready confirmation (including necropsy). Such examples could include a contractual arrangement with nearby practitioners who serve as adjunct faculty members and off-campus field practice centres.
- 4.5 The teaching hospital(s) must provide nursing care and instruction in nursing procedures. A supervised field service and/or ambulatory programme must be maintained in which students are offered multiple opportunities to obtain clinical experience under field conditions.
- 4.6 Under all situations students must be active participants in the workup of the patient, including physical diagnosis and diagnostic problem oriented decision making.
- 4.7 Medical records must be comprehensive and maintained in an effective retrieval system to efficiently support the teaching, research, and service programmes of the school.

Background

Case Numbers

116. **Bovine and Ovine:** Patient visits and hospitalised cases have been steady for most of this period. Hospitalised cases are housed in the Farm Animal Hospital (FAH) and are for teaching purposes only. Numbers available through the ambulatory service remain strong.
117. **Canine:** Patient visits and hospitalised cases continued to grow over the last 5 years, with a temporary downturn in 2019/20 due to Covid-19. Students are exposed to both general practice and referral canine cases.
118. **Feline:** Patient visits have increased by 39%.

119. **Exotic species and Wildlife:** Caged bird appointments and hospitalisations have remained essentially static over the period, but overall numbers remain good. The School has a dedicated Exotic, Zoo Animal and Wildlife Service and a dedicated rabbit clinical service.
120. Students wishing to expand their knowledge of poultry and game birds can choose a final year selective working with the Edinburgh division of St David's Poultry team.
121. **Caprine and Porcine:** Numbers presented to the hospital have been historically low, and that has remained the case reflecting the size of the industry in the catchment area. During animal husbandry teaching in Year 1/ Graduate Entry Programme (GEP), students are exposed to live healthy pigs at the Easter Howgate Pig Unit. Practical classes are arranged with colleagues in SRUC for all students to be exposed to routine pig husbandry tasks, and assess pig health and welfare. For clinical work, the School has a number of commercial pig farms serviced by the RDSVS Farm Animal Practice which students may visit on Final Year rotations, as well as pigs entering the RDSVS Farm Animal Hospital. Students also access porcine abattoir tissue in VPH practical classes. In addition, interested students have the option of a 2 week Final Year Selective Pig rotation with specialist pig vets (George Vet Group in Wiltshire).
122. **Equine:** The equine hospital has seen case numbers and income rise every year since the last visit and in the last financial year, recorded its busiest year ever. The School has added capacity in equine medicine, with the addition of a board-certified clinician, in equine behaviour through a collaborative lectureship with the Horse Trust, and a marked increase in equine ophthalmology consults. The equine ambulatory practice has noted a 25% increase in case numbers in the last financial year and provides a wide range of cases for student teaching.
123. **Necropsy:** Number of cases have remained relatively stable after the expected downturn from 2019/20 due to the pandemic.

Normal Animals in A Clinical Setting: (Final Year)

124. The general practice based in the HfSA and the ambulatory practices (Farm and Equine) provide access to normal animals and preventative health care services. Students also see normal animals through the Inglis Veterinary Centre core rotation.

Normal Animals in A Non-Clinical Setting: (Years 1 to 4)

125. The School owns a dairy farm and sheep flock and has direct involvement with SRUC's local beef and sheep farms which have over 3,000 beef cattle and sheep. It has an on-site Exotic Animal Teaching Facility, which houses a range of small mammals, reptiles and birds.
126. There is a group of ten teaching horses used for a number of formal classes and student volunteering opportunities (stable management and routine care) of particular benefit for

students needing more horse care experience. Students can also access healthy horses through the Edinburgh University Exmoor Pony Trekking Section and be involved in their routine care. Activities are integrated as needed into the teaching programme.

127. Staff volunteer their dogs to be used in clinical skills classes for hands on non-invasive teaching. They undergo temperament testing to ensure that their temperament is appropriate for involvement in teaching.

Clinically Diseased Animals: (Years 3, 4 and Final Year)

Companion Animal (HfSA), General Practice and Referral Cases, (Final Year).

128. The School has a robust and expanding clinical case load at all levels of care for companion animals, including dog, cat, rabbit, other small mammals, reptiles and birds. The HfSA admits cases for all the major specialisms. Undergraduates have access to the small animal neutering caseload (and other surgical caseload) through the R(D)SVS General Practice rotation as well as the core rotation at the Inglis Practice.

Farm Animal Practice (FAP) and Equine Ambulatory Services (Years 3, 4 and Final Year)

129. These operate as separate units within the School.
130. The Equine Ambulatory Services see good general practice case numbers adequate for teaching. An additional equine general practice caseload has been taken on from a local practice.
131. The FAP has a strong caseload, operates herd health schemes (Scottish Government initiative), and services three pig farms with quarterly herd-health visits. The School has recently taken on additional farm clients from a neighbouring practice who have moved out of large animal work.
132. The School actively recruits farm animal cases to maintain adequate numbers for educational needs. The Final Year Herd and Flock Health rotation week visits 12 local dairy farms (some serviced by external veterinary practices) so that students are exposed to a wide range of modern commercial dairy units, including organic farms and robotic milking systems.

Equine Referral and Hospitalised Equine Cases; (Years 3, 4 and Final Year)

133. The School has a robust and increasing equine referral caseload, adequate for the required needs, and a large and increasing emergency equine caseload. The Equine Hospital admits cases covering all disciplines and has recently added and developed several services including interventional cardiology, ophthalmology and laryngeal reinnervation. Activities are fully integrated into the BVM&S teaching programme with complete student involvement (Final Year).

Clinical Support Services; (Final Year)

134. The Hospitals have the full range of support services, including diagnostic imaging, anaesthesia and pathology incorporated into clinical activities and with students fully involved in their delivery.

Off Site Rotations

135. Students in groups of seven participate in hands-on general practice experience at the Inglis Practice as part of their core rotations. Their clinical activities are supervised by an employee of that practice and their educational progress including quality assurance is managed by a School staff member (Dr Carolyn Morton, MRCVS). Dr Morton visits Inglis every quarter.

Core Final Year Rotation – 1 week per student.

136. Attendance at the Inglis Practice is also available as an additional selected rotation option. The practice is entirely student-led between 9am and 5pm, with the staff providing supervision, support and guidance. The emphasis is on allowing students to consult, plan and work independently (supervised for surgery) with staff supporting treatment plans rather than defining them. Clients are fully aware of this arrangement and actively opt to attend during these times, to take advantage of discounted rates and the opportunity to support the students' learning.

Students in Clinical Settings

137. Final year students on clinical rotations within the various veterinary services are intimately involved in patient and client care for both hospitalised patients, and those seen on an out-patient basis. Cases range from general practice to tertiary-referral level and clients are from a wide range of financial backgrounds. Students are actively encouraged to develop and justify diagnostic and treatment plans for their patients and therefore learn not just clinical skills but communication, client management and decision-making in a wide variety of real situations.
138. In-patient management requires the students to monitor patients and administer treatments as directed, including provision of out-of-hours care. Students are expected to report the patients' progress to clients and to present their cases to colleagues at clinical rounds. Students prepare discharge instructions which after discussion with clinicians may be amended before they release the patient to the client. Clinical students are therefore involved with cases and clients from admission to discharge and involved with and exposed to all aspects of the clinical decision-making process.
139. In small animal settings students are involved in the daily care of inpatients with supervision from Registered Veterinary Nurses (RVNs). In farm animal and equine clinics in core and selective rotations students are responsible for day-to-day care of livestock and treatments in the FAH. In the Equine Hospital students are involved in all aspects of diagnosis and treatment.

Medical Record System

140. The School has used 'Provet' as the practice management system (PMS) for Equine and Farm Animal since 2017, and Small Animal from 2018. This is a cloud-based system

accessible on tablet as well as PC via the university log in system, so protecting the data but making it readily accessible. The students are provided with training on Provet, including a lecture during Final Year (FY) Preparation classes.

Practical Anatomy

141. Practical anatomy teaching uses a range of cadaver and abattoir material for classes.

Veterinary Public Health

142. Ante-mortem inspection (AMI) of live animals is part of the final year VPH core rotation. AMI is carried out by students in-situ during their abattoir visit. Full coverage of different species is supported by an online tutorial on AMI. Practical teaching also includes post-mortem inspection of organs and carcass specimens from all livestock species obtained on a weekly basis from abattoirs in Scotland. The students experience this type of practical teaching using fresh specimens in third year as part of the veterinary pathology course, fourth year as part of VPH course and in final year as part of VPH core rotation.

Comments

143. Students have access to a number of normal dogs owned by members of the faculty. There are no cats in the campus facilities other than those attending the small animal hospital.

144. The number of pig and goat visits to on-campus facilities is low; however, there are other resources available to students on or around campus where students can develop necessary skills.

145. Students have opportunities to perform various elective surgeries during their Dick Vet GP and Inglis core rotations; however, these opportunities are limited in number (Inglis) and dependent on, for example, the general practice surgeon's preference regarding laparotomy/laparoscopy for ovario(hyster)ectomy in Dick Vet GP. Some students and alumni reported that they have had very few opportunities to gain practical surgical experience.

146. While Inglis does not have necropsy facilities, student have opportunities to follow small animal cases through to necropsy during core training.

147. The School maintains a diverse range of common exotic species and has a busy on-campus exotics service. Employers comment positively on the amount of graduate experience and their enthusiasm in working with exotic species.

148. Cat handling is assessed using manikins, however, live cats are not used for animal handling.

Commendations

149. The School is commended for the provision of a diverse array of exotic species.

Recommendations

None.

Suggestions

150. The School is encouraged to identify additional opportunities for all students to undertake routine elective surgical procedures.

151. The School is encouraged to find a way to provide students with experiences in the handling and behaviors of normal healthy cats.

Standard 5: Information Resources

- 5.1 Libraries and information retrieval are essential to veterinary medical education, research, public service, and continuing education. Timely access to information resources, whether through print, electronic media or other means, must be available to students and faculty. The library must be administered by a qualified librarian. The school must have access to the human and physical resources necessary for development of instructional materials.
- 5.2 The school must provide students with unimpeded access to learning resources which include scientific and other relevant literature, internet and internal study resources, and equipment for the development of procedural skills (e.g. models). It will demonstrate how the use of these resources is aligned with the pedagogical environment and learning outcomes within the programme, and have mechanisms in place to evaluate the teaching value of innovations in learning resources.

Background

Library

152. The Lady Smith of Kelvin Veterinary Library (LSoKVL) is based on Campus and is part of the University of Edinburgh Library (EUL), one of the largest university libraries in the UK. R(D)SVS staff and students have access to a large range of veterinary, medical and life sciences print and e-resources. EUL has over 2 million print volumes, over 2.2 million e-books, over 206,000 e-journals and over 900 licensed databases.
153. The library has an e-preference policy – c95% of the CMVM Libraries materials budget is spent on online resources. EUL's e-resources include BSAVA Library, CAB Abstracts, Journal of Visualised Experiments (JoVE), Plumb's Veterinary Drugs, Stockley's, VetMed Resource and Vetstream Vetlexicon.
154. DiscoverEd, the Library's discovery service, allows library users to search the print and online collections, and includes some database content. They can also search beyond the collections, and request items not held, using the inter-library loan service. If there are books the library does not hold, students can recommend the Library to purchase them, using the student Recommend a Book (RAB) service. The Library is a member of the Society of College, National and University Libraries (SCONUL) Access, allowing students to use partner university libraries in the UK.
155. Students can borrow laptops from LSoKVL and other EUL sites, and students and staff can borrow some School owned equipment such as headsets, iPad minis, and 3D headsets for use with smartphones. Students can access the School managed EMS database in LSoKVL.

156. The Library's Resource Lists service provides students with easy access to key reading materials including e-books and copyright-compliant digitisations and podcasts. Students can access Resource Lists for their course via LEARN or from the Library website.
157. LSoKVL is staffed 40 hours per week with all students having access for an additional 58 hours using swipe access. The main University library, which also has some key veterinary books, is open 24/7. Clinical staff and fourth and final year students have 24-hour access to LSoKVL. The LSoKVL has 61 study spaces, six open access PCs, an adjustable height desk with accessible PC (with assistive technology), a standing height desk, and comfortable seating. There is a cloud enabled printer/copier/scanner and a poster printer.

Infrastructure

158. The University's Information Services Group (ISG) runs Britain's largest campus computing network, with infrastructure equipment pro-actively monitored, supported, and upgraded by qualified ISG experts.

Digital Teaching Technology (in teaching spaces)

159. Audio Visual (AV) equipment is fully digitised, and primary teaching rooms have digital lecture recording functionality.

Open Access PCs

160. Thirty-four PCs are maintained and made available to R(D)SVS students within five well-defined spaces; quiet space, library, shared study and cafe spaces and a dedicated clinical office, located within the HfSA with PCs for final year students on clinical rotations.

Omero Digital Slide System

161. The Omero Digital Slide System allows students access to digital slides both on and off campus. Students have access to the material for the duration of the course.

Tablets for Clinical Teaching

162. Tablets are used within HfSA to enhance patient care and increase access for students to relevant clinical and teaching platforms. In the Equine Hospital, clinical rounds are conducted using an iPad, allowing students and staff to join from anywhere and enhancing the experience for all. iPads are also used in Herd and Flock Health teaching 'on farm', for example using programmes for the assessment of animal environment and ventilation in buildings, and development of Herd and Flock health plans.

Teaching Cameras

163. The use of Reveal body and GoPro cameras in Equine and HfSA contexts enables the capture of specialist clinical teaching content and makes it available to students. Surgical cameras are installed within the surgery lights within the HfSA and Equine hospital.

Access to University Licensed Software

164. The University provide students with free access to the latest version of Microsoft Office and other University Licensed Software. Students can use up to 1Tb of free cloud-based space to store data through Microsoft OneDrive. The University also provides free access to use LastPass software, which helps students secure and manage passwords or other important personal information.

Staff

Library Staff

165. The Academic Support Librarian (ASL), a professional librarian, is full time and has responsibility for collection development, liaising with staff and students at the School and for the provision of information skills, etc. The LSoKVL Helpdesk is managed by the Help Services section of User Services Directorate (USD). Help Services has been awarded the Customer Service Excellence (CSE) Standard.

The Digital Education Unit (DEU)

166. The DEU was established within the School to advise on the design of courses and learning materials; develop novel online learning materials; advise on the quality assurance of online learning materials; and provide training in various software/approaches to online learning.

Campus IS Team

167. Front-line support for students is provided across the University by a mix of Helpdesk (Library) and Helpline (User Support Staff). User Support staff are supported by an on-site team. The team currently employs nine full time members of staff and one additional modern apprentice.

Skills

Information Services

168. The Digital Skills Framework is available for all staff and students to develop their digital and information literacy, desktop and IT productivity skills and help them work, research and study more effectively and to support continuing professional development. Students benefit from free access to the University's LinkedIn Learning subscription, which provides a current, modern digital platform for learning from on or off campus.

Library - BVM&S Specific Information Skills

169. There are induction sessions on how to use LEARN and how to use the Library, for new R(D)SVS students, delivered by School and Library staff. The Library also has online orientation guides for LSoKVL and other Library sites. The ASL, in collaboration with academic colleagues, delivers information skills teaching for Year 1 and GEP students. The Student Research Component (Foundation), in Year 2 also includes sessions on information retrieval skills. Support material is made available on LEARN. There are refresher sessions in semester 1 for Year 3 and Year 4 students. All students can request ad hoc one-to-one or group sessions with the ASL.

Generic Information Skills

170. In 2020, the EUL developed LibSmart; an online, self-enrol LEARN course developed with the aim of ensuring that every student is digitally capable in using online library resources for their study and research. The Library also delivers a suite of online, short 30-minute 'Library Bitesize' sessions. The Library Subject guides, developed by ASLs, provide information on, and links to, a range of resources and services relevant to a specific subject. The University provides support for undergraduate studying through the Institute for Academic Development (IAD).

Learning Aids

Canine Sim Mannequin

171. To support immersive simulation teaching the School purchased a robotic dog simulator in 2019 (palpable femoral pulse, visible chest rise, variable heart and lung sounds). The system also generates a multi-parameter monitor screen showing heart rate, an ECG trace, blood pressure, and end tidal CO2 and oxygen saturation. The School has also recently purchased a Dog Phantom (£20k) for ultrasound and X-RAY/CT training.

3D Digital Models

172. The DEU has developed a range of 3D digital models to supplement course content allowing students to investigate and manipulate practical tools which they may otherwise have had limited access to in live sessions.

173. Anatomical models and videos have been produced in conjunction with specific practical teaching so that the lessons can be continued beyond the bounds of the dissection room. By including detailed annotations, animations, and audio accompaniment, resources have been created that can be used in multiple applications.

SADPaWS Model

174. The School's SADPaWS Doppler Blood Pressure Simulator was created by the DEU.

Virtual Slaughterhouse

175. DEU and VPH academics have collaborated to develop interactive 3D models of pig, and cattle, slaughter houses for use in the VPH course. These allow online resources to deliver virtual practical experiences to students, allowing them to interact in complex ways with simulated 'reality'.

Equine and Large Animal Rescue Mannequin

176. The School purchased an equine rescue mannequin (Resquip – 300kg, equine TB size) and a full set of large animal rescue equipment including a damaged equine trailer, crashed motor vehicle and sound system. This enables immersive simulation training in equine and large animal rescue, conducted in collaboration with Scottish Emergency and Rescue Services.

177. Custom FA teaching models have been developed for the teaching of cow body condition score measurement, rectal palpation and farm animal clinical skills.

Comments

178. The School continues to develop innovative teaching solutions that balance animal welfare concerns, availability of learning facilities and live animals, and necessary teaching outcomes. The Digital Education Unit, library staff, and information services staff were mentioned multiple times by students as providing excellent service. The wireless network, access to library services, and access to platforms such as LEARN were reported as reliable by students and faculty.

179. A single non-networked PC in the Lady Smith of Kelvin Veterinary Library hosts aspects of the Extra Mural Studies (EMS) database. This restricted access causes challenges for students, given that they need frequent access to this system. The School reports that having the EMS database available on one non-networked computer was a result of some EMS establishments historically being hesitant to have their information widely accessible.

Commendations

None.

Recommendations

None.

Suggestions

180. The School is encouraged to identify ways of making all EMS databases widely accessible to students.

Standard 6: Students

- 6.1 The number of professional veterinary degree students must be consistent with the resources and the mission of the school.
- 6.2 Veterinary schools should establish post-graduate programmes such as internships, residencies and advanced degrees (e.g., MSc, PhD), that complement and strengthen the professional programme.
- 6.3 Provisions must be made, by either the university or school, to support the physical, emotional and welfare needs of students. This includes, but is not limited to, learning support and counselling services, careers advice, and fair and transparent mechanisms for dealing with student illness, impairment and disability during the programme. This shall include provision of reasonable accommodations/adjustments for disabled students, consistent with all relevant equality and/or human rights legislation.
- 6.4 There must be effective mechanisms for resolution of student grievances (e.g. interpersonal conflict or harassment).
- 6.5 Mechanisms must be in place by which students can convey their needs and wants to the school.
- 6.6 The school must provide students with a mechanism, anonymously if they wish, to offer suggestions, comments and complaints regarding compliance of the school with the RCVS standards for accreditation. These materials must be made available to RCVS as part of the annual report.

Background

181. The larger cohort size in the graduating cohort of 21/22 reflected a combination of an unexpectedly high GEP acceptance rate on offers made in 2018/19, combined with an average recruitment into first year in 2017/18, rather than any strategic decision to increase numbers. The final year cohort for session 22/23 is expected to be 157.
182. In 2018/19, a strategic decision was made to change postgraduate clinical training to a structured DVetMed programme. This more holistic, diverse and structured postgraduate training programme should allow students to complete their four-year programme with a professional doctorate qualification as well as fulfilling all the necessary credentials for the service relevant European College diploma qualification.
183. There are no plans to increase the number of students on the BVM&S programmes.

Supporting Students

184. The Students Support Team either addresses the student's needs directly by referring internally, for example to Study Skills Support and direct pastoral support, or signposts the student to appropriate University services. Support services include Study Skills support, Student Counselling, and the Student Disability Service. Appropriate adjustments

determined by the Student Disability Service are applied to all assessment throughout the programme and, where applicable, the student is encouraged to apply for special circumstances or extensions which are centrally managed. Assistance is provided (if required) to navigate the application process.

185. The Request for Student Support system enables the categorical “tagging” of submissions; these include (but are not limited to) health issues, learning difficulties, disabilities and ethnicity/culture, thus enabling retrospective auditing and recruitment of appropriate support resource e.g. consultation with EDI leads for teaching. The Student Relationship Manager also attends the DVSU monthly meetings, during which the DVSU EDI group has the opportunity to discuss concerns and/or provide feedback. All staff are required to undertake Unconscious Bias and EDI training.
186. All students who fail assessments are advised to contact their Personal Tutor. In light of the variation in circumstances which might underpin a failed assessment, appropriate support is tailored to the needs of the student and may include additional tuition, study skills support or signposting to appropriate resources.

Tutoring and Mentoring

187. The School currently operates a ‘House’ system, with ten houses headed by a Senior House Tutor. Each house has 5-6 Personal Tutors (PT’s) and approximately seventy students. Every student has a PT (a member of the teaching faculty) who provides academic guidance and pastoral support. The number of mandatory PT/tutee meetings is determined by year of study and includes a review of the portfolio, reflection on feedback, self-reflection and discussion of future aims and objectives. This House system is currently under review.
188. The School also offer workshops and similar events during which students can try out various study techniques and talk to fellow students about the strategies they found most fruitful. The University Advice Place also provides useful guidance with respect to Academic Support via a team of specialist Academic Advisers.
189. The School recognises the importance of targeting support provision to the individual student depending on their specific needs. Students enter the programme from varied backgrounds and with a wide range of experiences and there is a team of staff available to help students regarding their pastoral requirements as well as their academic development. Student Support digests are e-mailed each week to the entire student cohort. These vary with regard to week-specific themes, yet consistently include generic information on resources (both University and non-University) aimed at both maintaining personal wellness and providing support during times of compromised wellbeing. These resources include (but are not limited to) the following: Student Counselling Service, Listening Service, Feeling Good App, Relaxation exercises, TogetherAll, Covid19 Support Service, Reporting Hate Crime, Report + Support.

190. Additional academic and pastoral support at School level comes from the network of Year Administrators/Student Support Officers, the School Student Relationship Manager, the Student Support Team and the Student Peer Supporters.

Counselling

191. Student counselling is provided both centrally and on Campus in the William Dick Building. Confidential discreet meeting spaces for counselling are available in The Charnock Bradley Building and the counselling service offers in-person counselling one afternoon per week. Appointments are arranged in advance and students also have the option of prioritised access to an additional counsellor (based in the central area) for those that prefer off-campus counselling.

Peer Assistance

192. The School has a Peer Assisted Learning scheme known as VetPALS which is based on successful peer assisted learning models in operation throughout a number of schools within the University and elsewhere. VetPALS are recruited from students on both the 5-year and GEP programme to reflect the programme-specific (as well as generic) challenges.

Financial Aid Counselling Programmes

193. The Advice Place offers valuable information on, and assistance with, financial matters, including welfare assistance benefits, tax credits, emergencies and discretionaries, budget planning, funding sources and debt management.

Clubs and Organisations

194. The School offers a wide variety of clubs and societies and faculty is supportive of the proposal of new initiatives by students.

Student Input

195. The School continually seeks input from the students with regards to their experience whilst studying at the R(D)SVS. There are a variety of formats to enable students to engage with the School throughout the academic year. At the start of each course, course organisers present a 'you said we did' series of slides to the students explaining responses to previous cohorts' feedback – what was changed and why, what was not changed and why. This supplements the response to mid-course feedback (MCF) which is presented during the running of the course – all courses have MCF embedded and use a mixture of Top Hat and Collaborate for gathering this feedback.

196. The Dick Vet Student Union (DVSU) liaises with the Directors of Teaching, Student Wellbeing and Student Relationship Manager on items for their monthly meetings. In addition to the course specific context, the School also run the 'What Matters to Ewe' system, which is aligned, to the AVMA standards. Students can complete handwritten cards or use an online system for this purpose (anonymity is optional). These aspects are supported by student representation on committees with appropriate input into formal decision-making

(e.g. Learning and Teaching committee, Board of Studies, Quality Assurance and Enhancement committee) and staff attendance at student meetings. There are also anonymous suggestion boxes across all main Campus buildings, these are open to staff and students for any Campus related matters. Suggestions are collated and triaged by the Campus Staff Experience Committee.

Comments

197. The School has no current plans to increase the number of students, and resources are adequate with some additional capacity for the inevitable minor fluctuations in student numbers.
198. The School and University provide excellent support services to students both on the Easter Bush campus, at the main University campus and also in online services. Support is readily available for students with physical disabilities, learning difficulties and hidden disabilities.
199. There are clubs and organised activities for students, and students have access to several meeting places within the School to enable social interaction and collaborative discussion.
200. Student grievances are mediated where possible through student support services.
201. There are multiple ways in which students can convey feedback and requests including student representation on committees, contacting the School administrators, and through discussion with their personal tutors. There are on-line and physical suggestion boxes available for students to provide input.
202. The student body is diverse and the School proactively encourages inclusion and participation of all students and makes provision for reasonable adjustment for those needing assistance to fully participate in the course.

Commendations

203. The School is commended on the support it provides to students and the care and enthusiasm of the faculty in caring for the wellbeing of the students.

Recommendations

None.

Suggestions

None.

Standard 7: Admissions and Progression

- 7.1 The selection criteria for admission to the programme must be consistent with the mission of the school. The number of students admitted must be consistent with the resources available to the school.
- 7.2 In relation to enrolment, the school must provide accurate information in all advertisements regarding the educational programme by providing clear and current information for prospective students. Further, printed catalogue or electronic information must state the purpose and goals of the programme, provide admission requirements and procedures, state degree requirements, present faculty descriptions, clearly state information on tuition and fees along with procedures for withdrawal, give necessary information for financial aid programmes, and provide an accurate academic calendar. The information must include the accreditation status of the degree course (whether by RCVS or other relevant accrediting bodies), and the requirements for eventual registration/licence, including fitness to practise.
- 7.3 The selection and progression criteria must be clearly defined, consistent, defensible, be free of discrimination or bias, and take account of the fact that students are admitted with a view to their entering the veterinary profession in due course.
- 7.4 An accurate description of the selection criteria and processes must be published and readily available to potential students. The school must regularly review and reflect on the selection processes to ensure they are appropriate for students to complete the programme successfully, including consideration of their potential to meet all the RCVS Day One Competences across the common UK domestic species.
- 7.5 Adequate training (including periodic refresher training) must be provided for those involved in the selection process to ensure applicants are evaluated fairly and consistently.
- 7.6 Potential students must be advised of the demands of the veterinary course and RCVS requirements for fitness to practise.
- 7.7 Factors other than academic performance should be considered for admission, with the aim of selecting students who will be capable of succeeding in a variety of fields within the profession.
- 7.8 The school must have a strategy for widening participation and engaging students from a variety of social backgrounds.
- 7.9 If not otherwise covered within the early part of the course, the entry criteria for the programme must include evidence that the student has a solid background in the chemical, physical and biological science and mathematics, in order to meet the requirements of the EU Directive on basic subjects.

Students with a disability

- 7.10 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.

Student Progression

- 7.11 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 mechanisms in place to identify and provide remediation and appropriate support (including termination) for students who are not performing adequately (including areas such as practical animal handling, client communication etc).
- 7.12 The school must have mechanisms in place to monitor attrition and progression and be able to respond and amend admissions selection criteria and student support if required.

Student Exclusion

- 7.13 Mechanisms for the exclusion of students from the programme, either for academic reasons or under fitness to practise procedures, must be explicit.

Appeals and misconduct

- 7.14 School policies for managing appeals against decisions, including admissions, academic and progression decisions, should be transparent and publicly available. The process for exclusion of students on any grounds must be explicit.
- 7.15 Policies for dealing with student misconduct and fitness to practise must be explicit.

Background

204. Academic Requirements (Standard Entry and Minimum Entry Requirements (Widening Access)) for the BVM&S Programmes are published on the University's website: [Bachelor of Veterinary Medicine & Surgery | The University of Edinburgh](#)

5 Year Programme Admission Criteria

205. SQA Highers and Advanced Highers (Secondary (High) School Scottish System): Highers are generally taken in the 5th year of High School (S5): Grades AAAAB. Five Highers including Chemistry (A), Biology (A) and either Mathematics or Physics to be achieved by the end of S5. If Biology has not been studied in S5, it should be taken in S6 to Higher level. Advanced Highers are generally taken in the 6th year of High School (S6): Grades BB at Advanced Higher in Chemistry and another science subject. If possible Advanced Higher Biology, as this will be beneficial for the first year of the course. Widening Access requirements, by the end of S5: AAAAB to include Chemistry and two of Biology, Maths, Physics; or AAAAC to include A grades in Chemistry and two of Biology, Maths or Physics, with Grade C in non-science subject; or AAABB to include Chemistry (A) and Biology (A) and B in either Maths or Physics; or AABBB to include Chemistry (A) and Biology (A) and B in either Maths or Physics. S6 requirements as for Standard Entry.
206. A levels – Three A levels: Grades AAA in Chemistry, Biology and one other approved subject. If Physics has not been studied to A level a good pass at GCSE/iGCSE level is required. Widening Access requirements are AAB in one sitting to include Chemistry (A), Biology (A), and one other University-approved subject.
207. International Baccalaureate (IB) – 666HL in Chemistry, Biology and one other subject. The minimum entry requirement is 38 points. Widening Access requirements are 665HL in Chemistry (6), Biology (6) and one other subject, with a minimum of 36 points overall.
208. Additional entry requirements are published for the RVC Gateway Programme, Access Programmes (including the Scottish Wider Access Programme), Cambridge Pre-U Diploma, International Entry Requirements, Mature Students and University Graduates. As part of the widening access programme, students with diverse backgrounds that meet the widening access criteria are assessed to be either Flag or Flag Plus. Candidates assigned Flag Plus are guaranteed an interview if they meet the minimum academic entry requirements and show some evidence of work experience. Both Flag Plus and Flag-assigned students receive additional consideration during the selection process.

4 Year Graduate Entry Programme

209. An Upper Second Class (2:1) Honours degree or equivalent, or an overall cumulative GPA of 3.4 in an appropriate subject is required. Applicants must achieve C grades or higher in biology/zoology, physics, biochemistry, organic and inorganic chemistry and mathematics/statistics. In addition, gaining C grades or above in the following subjects can strengthen an application: genetics, microbiology, cell biology.
210. Minimum English Language requirements are published for both programmes.

Funded Students

211. This comprises two categories, Scottish Fees Rate (SFR) and Rest of UK (England, Wales and Northern Ireland) / Republic of Ireland students (rUK/ROI) fee rate. Applications from prospective students are received through the University and Colleges Admissions Service (UCAS). For entry year 2021/22 the School received 222 SFR and 734 rUK/ROI applications for the 75 available funded places (45 SFR and 30 rUK/ROI). A total of 122 SFR and 245 rUK/ROI applicants were interviewed resulting in 70 and 67 offers, respectively.
212. All UCAS applications are screened for eligibility by the admissions team. Applications are then scored on a number of criteria which are: Academic ability and record, work experience, academic reference from the headteacher and motivation and extracurricular activities as detailed in the applicant's personal statement. Scoring is carried out using written scoring guidelines approved by the Admissions Committee. Based on application scores, applicants are selected and invited for interview.

Self-Funded Students (full-fee students)

213. Applications from full-fee prospective students are received through UCAS or VMCAS (Veterinary Medical College Application Service). Each year 80-100 international and UK students are accepted onto the 5-year or Graduate Entry (GEP) programmes. In 2021, 33 and 49 students entered the 5- year and GEP programmes respectively. The GEP programme is specifically designed for those applicants who already have a first degree in an appropriate subject area and after completion of an initial bespoke year, progress directly to the third year of the BVM&S 5-year programme. Each applicant is evaluated on an individual basis taking into account their academic ability and record, references, personal statements, work experience and evidence of motivation. All full fee eligible applicants are also invited for interview.
214. For the 2021 and 2022 entry admission cycles the interview process was adapted and was conducted on the Zoom platform. It was modified and comprised a series of three stations with an interviewer present (Work Experience, Career Exploration, and Animal Welfare). In addition to the three stations, candidates were also required to undertake an online Additional Skills Task, which covered Numeracy, Data Interpretation, Spatial Abilities, and Health and Safety Awareness. For the 2023 entry admissions cycle interviews, interviews are returning to a 7 station Multiple Mini Interview format (5 staffed and 2 unstaffed stations covering Work

Experience, Career Exploration, Data Interpretation, Animal Welfare, Moral/Ethical Dilemma, Practical Task and Numeracy) and are taking place in person in Edinburgh, and in locations in North America and Asia.

215. Regardless of the approach used for the MMIs, the majority of interviewers are members of the academic staff with some contribution from external practitioners (including recent alumni). All interviewers undergo general and station-specific training, including EDI training; refresher sessions are given to all staff every year as the stations are regularly updated. Scores are allocated at each station on specific attributes. An overall score is calculated for each applicant, and this is used to make decisions on offers.
216. Interviewed applicants are placed into four categories as follows: Applicants may be rejected, made a conditional offer (dependent on pending examination results), an unconditional offer, or may be placed on a reserve list. The Admissions Committee reviews the admission process from applicant scoring through to and including interview of candidates.
217. The School does not admit transfer students.
218. EDI forms one of the cornerstones of the University of Edinburgh's strategic plan (Strategy 2030). The R(D)SVS is fully engaged with the University's policy for Widening Participation (WP). Strategies to enhance participation occur at a number of levels. At the level of the Admissions application, contextualised data is used to identify prospective students applying through UCAS who come from a WP background. A recent review of the processes highlighted that the approach to outreach has been largely broad based, with emphasis on WP as a whole. On the 5 year programme, Scottish course entrants with a WP background have increased from 26% in 2019 to 47% in 2022.
219. WP initiatives include LEAPS (School years S3-S6); REACH Edinburgh (S4-S5); Early Years Initiative (S1-S2); Pathways to the Profession (S5-S6); Dick Vet BAME and Diversity Summer School; Sutton Trust Summer School; and work with individual schools. The University is a founding partner of LEAPS. The mission of LEAPS is to "promote social inclusion and equality of opportunity by facilitating increased participation and success in higher education of young people whose ability to choose higher education as a post-school option and/or to demonstrate or realise their potential may have been inhibited by economic, social or cultural factors." REACH Edinburgh is a multi-exit programme, supporting those considering pursuing degrees or careers in law, medicine or veterinary medicine. Any S4-S6 pupil in a state school in the south east of Scotland who is care experienced; or lives in a postcode area within the Scottish Index of Multiple Deprivation lowest 20% (SIMD20) or 40% (SIMD40); or is a young carer or estranged from their family; or is a refugee or asylum seeker; or is entitled to or is in receipt of free school meals is eligible for the REACH programme. The Pathways to the Profession: 'So You Want To Be A Vet?' is organised for S5 and S6 pupils and comprises a series of short presentations, talks and interactive workshops run by academic members of staff and some of the current undergraduate students. The Early Years Initiative provides a similar programme but tailored for S1 and S2 pupils. Academic staff and students also participate in careers fairs, parents' evenings, clinical and

science workshops and careers advice sessions at individual schools.

220. The School is currently part of an ongoing project, commissioned by the central Race, Equality and Anti-Racism Committee (REAR) and led by the R(D)SVS and Institute for Education, Community and Society. The research aims to look at how the University currently recruits UK domiciled Black, Asian and Minority Ethnic (BAME) students and identify how admissions data across the recruitment cycle is stored.
221. The School is currently driving forward the establishment of a University Foundation Pathway for science, medicine and veterinary medicine in collaboration with the University's Centre for Open Learning. The course aims to be open to students from WP backgrounds, with a range of attainment and focus on developing scientific literacy and skills that will be useful for a wide range of future pathways and careers. The programme is currently under development with a timetable of admitting the first cohort in 2024. An International Foundation Pathway will be launched in 2025, providing an alternative route onto the programme for candidates where region specific high school qualifications do not meet the standard entry requirements of the BVM&S programme.
222. The Admissions and Recruitment team review each cycle upon completion and make relevant changes for the year ahead. Additionally, the Admissions Committee reviews each completed cycle, and recommendations and changes are discussed. If required, a short-term working group can be appointed to look into specific issues raised. They will then present their recommendations to the committee for approval. For example, the Admissions Committee is currently in the process of reviewing how they score non-academic criteria as they believe that there is a group of applicants that may be disadvantaged because they do not fit WP criteria but are unable to compete with applicants from a more advantageous background.

Comments

223. The Admissions policy is clear and appropriate. Admissions information is clearly displayed on the School's public-facing web pages. However, information relating to Fitness to Practice (FtP) is visible only by accessing information on disability, with minimal reference to broader professionalism aspects of FtP.
224. The Admissions Committee oversees and reviews the admissions processes. Information on progression, exclusion and remediation are clearly available for students on the School's online learning platform; however, this information is not clearly signposted for applicants.
225. The School has a comprehensive portfolio of widening participation initiatives, with a recent successful focus on addressing socioeconomic inequity.
226. The School has a robust approach to review of Multiple Mini Interview (MMI) data. The School has started to evaluate outcomes within the programme for different groups of

students, with an initial focus on attainment within the programme for Black, Asian, and minority ethnic (BAME) students (see Accreditation Standard 7 Admissions Presentation.pdf and 2023 scoring guidelines.pdf).

227. The admissions policy includes both academic and non-academic achievements. Students on the RVC gateway course are guaranteed an interview at Edinburgh but transfer onto the BVMS is not permitted under other circumstances.

Commendations

228. The School is commended for the wide range and success of widening participation initiatives.

Recommendations

None.

Suggestions

229. The School is encouraged to ensure that information and expectations relating to Fitness to Practice are clearly visible to all applicants.
230. The School is encouraged to clearly signpost applicants to information on progression, exclusion, remediation and maximum period of study.
231. The School is encouraged to extend existing review of BAME student success on the programme to include other groups of students, and thus to inform admissions initiatives.
232. The School is encouraged to monitor numbers of applicants, MMI performance, and numbers of offers for different groups of students (e.g. gender, disability), both to ensure parity and inform future development of admissions processes.

Standard 8 – Faculty

- 8.1 The institution must ensure that all staff are appropriately qualified and prepared for their roles.
- 8.2 The total number, qualifications and skills of all staff involved with the programme, including teaching staff, 'adjunct' staff, technical and support staff, must be sufficient and appropriate to deliver the educational programme and fulfil the school's mission.
- 8.3 Staff who participate in teaching must display competence and effective teaching skills in relevant aspects of the curriculum, regardless of whether they are full or part time, residents, interns or postgraduate students, adjuncts or off-campus contracted teachers.
- 8.4 Academic positions must offer the security and benefits necessary to maintain stability, morale, continuity, and competence of the academic staff. Academic staff should have a balanced workload of teaching, research and service depending on their role; and should have reasonable opportunity and resources for participation in scholarly activities.
- 8.5 The veterinary school must provide evidence that it utilises a well-defined, comprehensive and publicised programme for the professional growth and development of staff; including formal appraisal and informal mentoring procedures, especially for junior academic staff. Staff must have the opportunity to contribute to the school's direction and decision making processes.
- 8.6 The school must be able to demonstrate that it has a programme for staff development in tertiary teaching theory/practice, and how that programme is managed.
- 8.7 Promotion criteria must be clear and explicit. Promotions must recognise excellence in, and place equal emphasis on all aspects of teaching (including clinical teaching), research, service and other scholarly activities.

Background

233. The veterinary profession, at local, national and international levels, is at a very challenging juncture. The factors are multifaceted but key issues are a decrease of qualified veterinary surgeons working in the UK, an increase of work, and a change of expectations of veterinary professionals of the hours worked. The School utilises general practitioners, advanced veterinary practitioners and specialists to educate the undergraduate students and provide clinical services to the public at the referral hospitals and through three general practices. There are recruitment challenges in all areas, however, this is particularly so with specialists. The School relies on these vets not only in the clinical setting but also as educators in the earlier years of the vet degree. Competition for veterinary specialists is high, with veterinary schools competing against large private referral hospitals.

234. Both the academic and administrative structure has been designed to support the mission of the School. The School has qualified and experienced clinical academic staff, reflected in the range of the clinical services offering which includes general practice and referral level services. The expertise spans across all species (including wildlife and exotics) and since the last visitation

the School has expanded its offering to include:

- Ophthalmology
- Small Animal Dentistry
- Clinical Animal Behaviour
- Equine Interventional Cardiology

235. Diploma holders lead all the referral services. The School has both medical and radiation oncology specialists, including two double boarded individuals. The clinical academic team is supported by highly trained technical and administrative support, including 96-registered veterinary nurses which is double what the School had in 2015. The clinical support services - pharmacology, pathology, imaging and anaesthesia are also staffed with qualified individuals.

236. The Easter Bush Pathology (EBP) division consists of boarded specialists in clinical and anatomic pathology, as well as experienced administrative and technical staff. With the appointment of a new Head of Division, the Pre-Clinical Sciences division is now re-established as Veterinary Biomedical Sciences (VBS). The Veterinary Medical Education Division (VMED) has also seen growth in staffing numbers, including veterinary and nursing staff transferring from clinical areas to further enhance clinical and communication skills teaching. Research academics based at the Roslin Institute continue to contribute directly to the veterinary programme, mainly in the early years of the curriculum. This relationship was consolidated in 2021 by the creation of the role of Director of Teaching for the Roslin Institute. In addition, the Institute continues to host the veterinary students for summer research projects. The Roslin Institute has 36 academic research staff that contribute to the undergraduate programme.

237. The staff salary budget is devolved from the College to the School and academic staffing levels are determined by this. Additional staff can be recruited in clinical areas in response to business or educational need or gaps in the final year student experience and this is determined by resource planning at the School Executive level. Staff within the academic departments remain stable unless the School identify an area requiring more emphasis within the undergraduate programme. Recent examples of this includes increasing resource within clinical skills, with two veterinary surgeons and two veterinary nurses joining the teaching team on a permanent basis. Other staff changes are driven by demand in clinical services, especially in the referral clinics.

Teacher Development

238. Through VMED, the School runs a series of internal workshops and events designed to provide context specific support and development. All staff are encouraged to attend these programmes. New staff must complete the 'Introduction to Teaching' course and this is provided as part of their induction to ensure they are familiar with the courses. Interns and residents (and veterinary nurses) are involved in day-to-day teaching and support of veterinary students in the hospitals, practices and diagnostic services. All new residents/interns are required to undertake specifically designed staff development sessions as part of the programme of staff development. Staff and interns/residents are encouraged to engage with the Higher Education Academy's

Fellowship scheme, with current achievement/engagement with the scheme summarised below:

| | |
|--|----|
| PFHEA (Principal Fellow) | 3 |
| SFHEA (Senior Fellow) | 21 |
| FHEA (Fellow) | 51 |
| AFHEA (Associate Fellow) | 22 |
| Other professional qualification e.g. PGCAP (Post Graduate Certificate in Academic Practice) | 15 |
| Currently on central Institute for Academic Development Edinburgh Teaching Award Programme | 17 |
| Currently on local AFHEA Programme | 14 |

239. Additionally, the School has a peer review of teaching scheme in place. This has been impacted by the pandemic, but the School has made plans to get this back on track for session 22-23. It is the expectation that each teaching member of staff participate in this every two years and a record is kept so that staff members can reflect on feedback. Student feedback is a key evaluating tool and this is monitored at the Staff Student Liaison Committee (SSLC), mid-course feedback and end of course questionnaires are analysed, and feedback is passed on where relevant. Teaching is a core component of the annual review process and is discussed formally between line manager and staff member as part of this process; it also forms a key method to facilitate promotion for staff if they have met teaching criteria set out by the University academic profiles.

Promotions

240. The University has recently updated its promotion policies and processes. The academic promotion round remains an annual process, but the policy and process has been updated with better language to ensure they are easier to understand. Professional and technical services staff have the opportunity to apply for re-grading three times per year to enable opportunities for better career progression. All staff are eligible for promotion regardless of contract status.

241. The Head of School is provided with a list of all staff ahead of the promotion round to ensure active encouragement and mentoring of those ready for promotion. The School holds a local panel for academic promotions and those successful go onto the main College panel. Promotions were paused for 2020/21 due to the pandemic but restarted again for 2021/22. The School holds a 'Preparing for Promotion' workshop ahead of this process on an annual basis, this was moved online in 2021/22, the session was recorded, and feedback suggests that the workshop should continue to be an online-recorded event to ensure that all staff have access to the information. In the wake of the pandemic, the University launched the 'Sharing our Success' scheme. This doubled the amount available for reward of sustained excellence via salary contribution in 2022 and increased the amount available for contribution lump-sum payments by 50%. In the latest promotion round, 34 staff across the Campus (including Roslin and GAIFS) were successful in their promotion applications. This included seven Professorial applications and 16 Associate Professors (12 of them female).

242. The School's workload model forms part of the Annual Review process, but the document is live and can be updated at any point. Certain duties, for example, the creation and delivery of a new lecture or being a Year Director will have a standard time allocation assigned to it to ensure equity across the board. The workload model is part of the annual performance and development review and ensures equality when reviewing staff workload. The workload model forms a key part of discussions between line managers and staff and facilitates workload management particularly when staff are seeking to advance their careers by taking up other more formal roles within the School.
243. The University's Institute for Academic Development provides a range of courses in support of teaching, learning and researcher development, much of it delivered in partnership with the School and other services, alongside support for curriculum innovation and enhancement. This includes the opportunity to study for the Postgraduate Certificate (PGCert) in Academic Practice. In addition, the School runs a series of in-house staff development workshops tailored to the need of colleagues with teaching responsibilities. In 2021, the School invested in a bespoke "Dare to Lead" leadership training package for all clinical Heads, focusing on developing courage-building skills, teaching individuals and teams how to move from armoured leadership to daring leadership, and offering 1:1 coaching sessions for the duration of the 12 month programme. Staff with research interests are also supported via opportunities to attend the Research Leader – "New and Aspiring PIs" programme, and other courses offered via the Institute for Academic Development's Research Hub. The University also runs the very popular Edinburgh Leader Programme; between 2020-21, the School had 15 staff members take part. The University also supports the Aurora Programme.
244. The School provides an annual CPD allowance to all clinicians, nurses, interns, residents, animal care assistants and grooms. Additionally, the School has a training budget, which is accessible to all to fund appropriate veterinary/scientific meetings or training courses. The School also provides 'carer grants' for staff that are invited to speak at conferences to cover any additional caring costs as a result of their duties. Budgets are controlled within departments so that the relevance of the meeting or course can be assessed. Sabbatical leave is permitted but it must be supported by the Head of School and College.

Diversity

245. The University is a positive employer that encourages applications from minority backgrounds and positive encourages women into the workplace. Since the previous accreditation, the School has achieved an Athena Swan Silver Award, renewed in 2018. The School has also achieved Investors in Young People Silver accreditation. The School's Career Development Committees duties include promoting a culture of equality and inclusivity within the School, with a mixture of staff and student representation on the committees. As of 2021/22, the school had 35% of females at Professorial level, and 50% at Associate Professor.

Comments

246. The School is well staffed, with sufficient number of qualified faculty to deliver the curriculum and goals of the School. The faculty are recognised for their quality and impact in veterinary research, as evidenced by the Research Assessment (UK) and international rankings. The faculty have a breadth and depth of expertise across the veterinary disciplines and boarded specialists lead all referral services. Delays in recruitment of staff to new positions and replacement for losses, particularly to clinical disciplines that are in high demand, are being resolved, and 12 faculty have been added since 2017. New positions have been added in ophthalmology, clinical and communication skills teaching.
247. Annual faculty performance reviews support academic development, and include reviews of teaching effectiveness, research and scholarly achievements, workload and adjustment of the weighting of teaching, research and service if required. Faculty are supported in managing their workload, planning and accessing opportunities for professional growth, leadership training and development relevant to their roles. Teaching effectiveness issues are managed with informal support and formal action if required. Faculty across the School reported satisfaction with their opportunities for professional advancement and the encouragement and support they receive from their supervisors and the School.
248. Technical and professional support staff who assist with teaching reported that their training for their roles was provided by supervisors on the job, but that they did not receive ongoing refresher training.
249. The School has a stable, productive faculty who demonstrate high levels of commitment to teaching and student support and are engaged with the School's mission and goals. Promotion criteria and processes are clear, understood, and faculty receive effective support from their supervisor and the School for promotion applications.
250. Scholarship and research opportunities, funding and support are provided for veterinary continuing professional development (CPD), conference attendance, sabbatical, and other forms of professional development. Faculty and technical staff are able to access training and development relevant to their roles.
251. Faculty and professional staff report high levels of satisfaction with the School culture, working climate, and have confidence in their supervisors and the School leadership team. Staff feedback is regularly gathered, through staff surveys, meetings, and informal discussions, and it is shared and used to identify and address issues that impact faculty and staff work.
252. While the School has been successful in attracting excellent faculty, it is encountering difficulties in recruitment of specialists with requests for greater remuneration flexibility, relative to market, particularly for disciplines in highest demand.

253. Gender equity in promotion outcomes and gender gaps in remuneration are tracked and are being addressed by the School. The School has received the Athena Swan Silver Award with 35% female professoriate and 50% female at the associate professor level. Faculty were appreciative of flexible working arrangements for those with caregiver responsibilities, tailored support for return to work after parental leave and a on-campus, privately operated childcare centre.

254. The University has programmes to support recruitment and participation of diverse faculty. The School has identified the need for greater faculty diversity and it informally supports faculty who have cultural, linguistic, and other forms of diversity; however, data on their career progress is not available.

255. The supplementary teaching contributions of part-time and research-intensive staff are integrated, and residents receive formal training and coaching for their roles in teaching.

Commendations

256. The School has a supportive working climate that enables faculty and staff achievement.

Recommendations

None.

Suggestions

None.

Standard 9: Curriculum

- 9.1 The curriculum must be designed, resourced and managed to ensure all graduates have achieved the graduate attributes expected of a degree programme at level 7 in the European Qualifications Framework, the minimum training requirements in the European Directive 2013/55/EU on the mutual recognition of professional qualifications, and the RCVS Day One Competences.
- 9.2 The learning outcomes for the programme must be explicitly articulated to form a cohesive framework.
- 9.3 Programme learning outcomes must be communicated to staff and students and:
- underpin and ensure the effective alignment of all content, teaching, learning and assessment activities of the degree programme;
 - form the basis for explicit statements of the objectives and learning outcomes of individual units of study; and be reviewed, managed and updated to ensure they remain relevant, adequate and are effectively achieved.

Management

- 9.4 The school must have a formally-constituted committee structure (which includes effective student representation), with clear and empowered reporting lines, to oversee and manage the curriculum and its delivery. The committee(s) must:
- determine the pedagogical basis, design, delivery methods and assessment methods of the curriculum,
 - oversee quality assurance of the curriculum, particularly gathering, evaluating, making change and responding to feedback from stakeholders, peer reviewers and moderators, and data from examination/assessment outcomes,
 - review the curriculum at least every seven years and
 - identify and meet teacher training needs for staff, maintaining currency of their skills and competence for future curriculum development.

Content

- 9.5 The curriculum should include the following:
- understanding of biological principles and processes of veterinary significance
 - expertise in recognising and advising on normal animal structure and function, husbandry, behaviour, nutrition and feeding, reproduction and breeding, homeostasis, pathophysiology, agents of disease and the natural history and clinical manifestations of important animal diseases
 - expertise in medicine, surgery, and anaesthesia applicable to a broad range of common species. Students must develop entry-level skills in physical examination and laboratory diagnostic techniques and interpretation (including clinical pathology, diagnostic imaging and necropsy), disease prevention, biosecurity, therapy (including surgery and pharmacotherapeutics), patient management and care (including primary care, intensive care, emergency medicine, surveillance and isolation procedures) for individual animals, herds, flocks and other populations
 - knowledge, skills, values, attitudes and behaviours necessary to contribute, as a veterinarian, to promoting animal health and well being, within changing societal expectations
 - clinical, epidemiological, pathophysiological and regulatory skills in management of animal diseases which are:
 - endemic to the UK and the EU
 - endemic to and of special consideration in the country in which the school is located;
 - exotic to the UK and the EU and which are currently regarded as being of concern as potential emergency animal diseases or diseases of global veterinary significance
 - significant emerging diseases

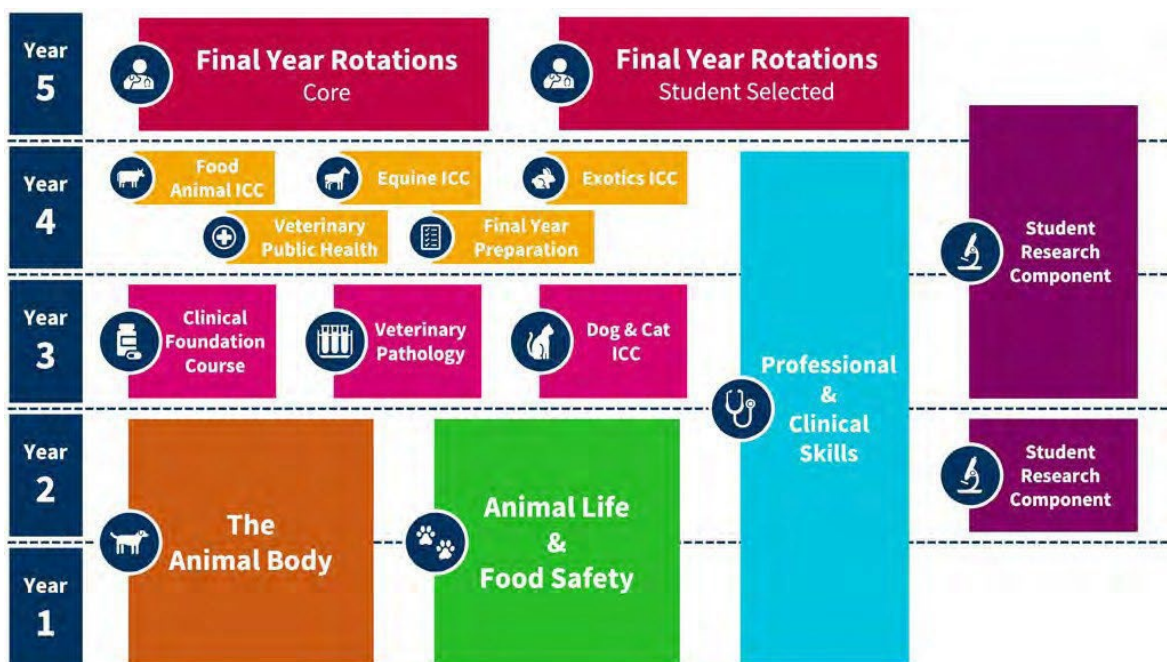
- entry level capability (to OIE standards) in preventative medicine/epidemiology, zoonoses, food safety and hygiene, regulation of animals and animal products, and management of the interrelationship of animals and the environment. This training must include experience in abattoirs.
- professional level problem solving skills in evidence-based diagnosis and clinical management, and data and information management skills
- capacity for professional communication; the ability to acquire information from the owners of animals by direct interaction as well as retrieval of archival data from medical records, communication with colleagues, regulatory bodies and clients
- skills in application of professional ethics, delivery of professional services to the public, personal and business finances and management. An appreciation of the breadth of veterinary science, career opportunities and relevant information about the veterinary profession
- self-management skills in identifying and meeting personal learning needs, maintaining well being and professional relationships.

Extra Mural Studies (EMS)

- 9.6 EMS must be an integral and structured part of the education and training of veterinary students. Veterinary schools must demonstrate how it is incorporated in the curriculum.
- 9.7 Evidence must be provided that extramural farm animal husbandry practical work is used within the curriculum to complement intramural studies to support students' attainment of comprehensive understanding of livestock and farm systems.
- 9.8 Intra-mural core teaching must be supported by extramural clinical studies.
- 9.9 There must be a system in place to enable EMS providers to provide feedback to the school on the performance of students during EMS and on the EMS programme.
- 9.10 There must be a member of the academic staff responsible for the overall supervision of all types of EMS, including liaison with EMS providers and ensuring all students secure required placements.
- 9.11 The school must have mechanisms in place to support students to take responsibility for their own learning during EMS, including preparing before each placement, setting learning objectives in consultation with tutors, being familiar with guidance provided by their university and RCVS for EMS, communicating effectively with placement providers before, during and after placements, and maintaining a reflective log of their EMS experience.

Background

257. The BVM&S degree at the Royal (Dick) School of Veterinary Studies provides students with breadth and depth of knowledge in veterinary science. This allows appreciation of fundamental scientific principles and their integration with, and application to, the whole animal. This holistic education combines with the staged acquisition of specific clinical and generic skills to produce graduates trained to the core competencies identified by accrediting bodies.



258. The curriculum is integrated both horizontally and vertically ensuring professional and clinical skills development from year 1 and integration across the basic sciences in the early years. The philosophy is to integrate normal and abnormal structure and function on a systems basis and clinical disciplines on a species basis. The overall model for the 5-year programme is laid out in the schematic above.

259. The final year of the programme comprises 23 weeks of core clinical rotations and 4 x 2-week selected rotations. Core rotations comprise:

- Companion Animal Medicine (1 week each of oncology, dermatology, internal medicine and cardiology)
- Companion Animal Surgery (1 week each of emergency and critical care, diagnostic imaging, orthopaedics and soft tissue surgery)
- General Practice (1 week each of Dick Vet GP, Inglis Practice, anaesthesia and exotics)
- Neurology, Ophthalmology and Large Animal Anaesthesia (1 week of each)
- Equine (1 week each of medicine, surgery, primary care and out-of-hours)
- Food Animal, Pathology and Diagnostic Investigation (1 week each of farm animal practice, herd and flock health, diagnostic investigation, pathology, and veterinary public health and diagnostic investigation)

Strengths Of The Curriculum:

260. Student Research Component (SRC): The SRC runs from the 3rd to final year and gives each

student the opportunity to develop their own research project. The output contributes to the final year overall mark. Each project is double marked and many of these have resulted in conference posters or presentations and scientific papers.

- 261. Immersive Simulation Development:** The School has introduced immersive simulation technology to enhance the teaching of students, allowing them to experience mock clinical scenarios in a safe supportive space. The immersive simulation suite with live video feed was recently opened and will allow further development in this area supported by faculty with specialist training in immersive simulation and debriefing. The School has also purchased a canine simulator to teach triage of canine emergencies and anaesthesia scenarios within the immersive simulation environment. The School also leads in rescue training for undergraduate and postgraduate veterinary surgeons and lay people across Scotland; in collaboration with the British Animal Rescue and Trauma Association the School has obtained smart technology for debrief for high stakes and major incidents as part of the rescue training package.
- 262. Exotic Animal Teaching:** Exotic animals are commonly kept as pets worldwide and many veterinary institutions do not place emphasis on these species. At the R(D)SVS the students undergo a programme of teaching across all the years which is linked together to enable them to deal with general practice cases, including animal handling and care, clinical management and rotations in the Exotics clinic.
- 263. Dentistry:** Students have access to the Edinburgh Dental Institute simulation laboratory, where they learn to use hand instruments, ultrasonics (piezo and magnetostrictive) and charting. The teaching team comprises vets, dentists and dental therapists. Extractions are covered in final year wet labs at the veterinary school, using dog and cat heads sourced through the Edinburgh Memorial Programme. Principles of closed and surgical extractions are covered, as well as local anaesthetic blocks and suturing in the oral cavity.
264. A holistic review of the curriculum was concluded in 2019 and resulted in a series of recommendations, implementation of which was delayed by the pandemic. Major changes to be implemented include the introduction of a Transitions course in year 1 of the 5 year programme, and the introduction of a series of Synoptic Problems and Cases (SPaCes) throughout the 4 and 5 year curricula. The aims of the Transitions course are early setting of expectations, introduction to all courses, low stakes assessment and early access to animal handling and clinical skills facilities. The SPaCes series will emphasise key skills and attributes in context with cross species comparisons, focus thinking around syndromes, highlight the importance of co-morbidities, emphasise welfare and ethical issues, contextualise financial and business issues, contextualise sustainability, develop awareness of primary sources of evidence, and support students to deal with uncertainty.
265. Curriculum content, design and review is the overall responsibility of the BVM&S Learning and Teaching Committee (LTC), which meets monthly. Any significant changes require approval by

the Board of Studies (proposed changes are reviewed by a separate colleague(s), discussed by the board then either approved or returned to LTC for further discussion/ amendment).

266. The School values student feedback and employs a number of means to ensure the student voice is heard, acted upon where appropriate and feedback is given to the students, as necessary. In session 2021-22, a new Student Voice Policy was introduced which gives schools more flexibility to implement processes that best suit their context and are most valuable for students and staff. These include evaluation of individual courses through mid-course feedback, post course evaluation and staff-student liaison committee meetings.
267. All aspects of quality assurance of the BVM&S programmes are carried out by the School's Quality Assurance and Enhancement Committee (VMQAEC), which meets four times per year. Membership of this committee includes faculty, students and external college representation. Membership of the VMQAEC is limited to four years.
268. VMQAEC has a rigorous set of processes and procedures supported by a series of Quality Assurance documents for completion annually. Documentation relating to individual courses is reviewed by a member of VMQAC who is not directly associated with the course to provide a degree of externality.
269. VMQAEC coordinates for each course, the following portfolio of documents:
- Staff Student Liaison committee meeting minutes
 - Mid-Course Feedback and End of Course evaluation
 - Post Course Review minutes
 - Examination Board minutes
 - External Examiners report
 - Reflective Summary by the Course Organiser
 - Independent review by member of the QA committee
270. The Independent review report by members of the QA committee for each course is sent to the relevant Course Organiser, for action as appropriate. Examples of innovation and good practice, together with review areas of concern identified by VMQAEC are passed to the School LTC for action and are monitored at the end of the academic year. VMQAEC submits an annual report to the Senatus Quality Assurance and Enhancement Committee (SQAC). Comments and recommendation from SQAC are referred to the VMQAEC.
271. As part of the University's Quality Assurance framework, each course must have at least one

external examiner who must attend at least one Board of Examiners meeting during each academic year to enable them to provide feedback and comment on process and procedure. The School hold an annual meeting of Year Directors, Deputy Head of School (Learning & Teaching) and Head of Veterinary Teaching Organisation administration to take an overview of all external examiners reports across the curriculum and identify common issues and themes for action. Additionally, the University IPR process (previously Teaching Programme Review) runs on a cycle of not more than 6 years. The School has been visited twice since the last accreditation – March 2016 and April 2022.

272. The School and University have a wide range of resources to support the development of teaching skills for staff and students involved in teaching. Engagement with the Higher Education Academy's Fellowship Scheme is encouraged at all levels, from Associate Fellow through to Principal Fellow.

EMS

273. Animal Husbandry (AH) EMS: Students are required to undertake 12 weeks of AHEMS and are encouraged to gain experience in the husbandry and management of as many species of domesticated animals as possible. Students are required to complete a detailed species-specific Enterprise Report form for each placement attended, which includes a reflective summary of the experience. Certificates of Attendance (including feedback from the placement provider to the student on an individual basis including comments on attitude and enthusiasm, ability and confidence when handling animals, communication skills and knowledge) are brought back by the students as a hard copy and then submitted electronically to the EMS recording system along with the Enterprise Report Form. The return rate is 100%, as placements cannot be added as 'completed' until the Certificate of Attendance plus the Enterprise Report form are received and approved. It is the students' responsibility to submit these forms by the deadline, which is usually 2 weeks after the start of the semester following the placements.
274. Clinical EMS: Clinical placements provide students with the opportunity to extend their learning beyond that acquired within the University and to consolidate their previous experience of animal husbandry. These placements expose students to the reality of working in practice and other environments and gives them the chance to understand organisation and management, as well as an appreciation of commercial factors. Placement providers return a paper or electronic assessment form for each student, which is required before the placement can be logged as counting towards EMS. Placement providers score students on a set rubric and also have the opportunity to leave free text comments.
275. Any feedback of a worrying nature from a placement provider will trigger a 'Request for Student Support' by the relevant staff member and students will be required to meet with the student support and advisory group (SSAG) and depending on the outcome of that meeting, potentially to progression committee and fitness to practice.

276. After completing the core rotations and the academic component of the final assessment, the students have the opportunity to explore areas of work that they wish to develop or intend to work in. These selected rotations can take place within or out with the School. For external selected rotations e.g., fish medicine and Edinburgh Zoo, assessment structure and rubrics are discussed in advance with rotation organisers to ensure QA and standards are upheld.

Comments

277. The final year for both the 5- and 4-year programmes is a hands-on clinical year comprising 23 weeks of core rotations and 4 x 2-week selective rotations. Skills in reflection and lifelong learning are promoted through the use of reflective writing and action planning within the portfolio, supported by use of a skills matrix and annual discussion with personal tutors.

278. The curriculum is owned by the School's Learning and Teaching Committee (L&T). This committee can approve minor changes; major changes require approval by the Board of Studies, and some major changes may require additional approval by the College Undergraduate Learning and Teaching Committee. The L&T Committee comprises full-time faculty members and student representation. Curricular review data additionally includes mid- and post-course evaluation, external examiner reports, and survey data, including National Student Survey and post- graduation surveys. The committee has clear links to the Student-Staff Liaison Committee (SSLC), with the manager of the Veterinary Teaching Organisation taking responsibility for reporting any items that need consideration from the SSLC to the L&T Committee.

279. There is additional, independent annual review of the programme through the School Quality Enhancement Committee, reports from which are a standing item on the L&T agenda. Changes to the curriculum, such as introduction of immersive simulation teaching, are implemented on a rolling basis, with attention paid to piloting and evaluation of new initiatives. Curriculum review was initiated prior to the pandemic and has led to the introduction of two significant changes: a new Transitions Course in Year 1 to support the students in their transition to university study (to be introduced in 23-24), and a new series of Synoptic Problems and Cases (SPACES) (piloted in 2022-23, for introduction in 23-24). Basic mandatory training in teaching is part of induction for all new academic staff members, residents and interns. Teaching development is discussed both at annual review and biannual peer review of teaching.

280. There is extensive access to further training through local workshops, a centrally-run PGCert in Academic Practice, and support for alternate routes to Associate and Fellowship status of the Higher Education Academy; however, engagement with these is encouraged rather than mandated. Achievement of Principal Fellowship of the Higher Education Academy is expected for promotion to Professor on the teaching-focused pathway. Professional Services staff (including clinical nurses) have not all received training in teaching.

281. The curriculum is clearly outlined to students, and is founded on strong scientific principles. All required elements are included. There is a clear emphasis on biosecurity throughout the

programme.

282. Curriculum mapping software (COM:MAND) is used to map both teaching and assessment to Day One Competences (including AVMA competencies); reporting options within the software enable gaps to be clearly identified.
283. Individual Learning Outcomes (ILOs) are available at course and session level; however, ILOs are not always written in a style that follows good practice (e.g., use of appropriate verbs).
284. Off-site core rotations are appropriately managed and quality assured by School academic staff and the Quality Assurance Committee.
285. The rotation structure means that there is a current focus on referral level work, particularly in small animal rotations. Whilst the Inglis rotation provides invaluable opportunities, students have limited other opportunities to explore approaches for delivering primary care across a broad spectrum of client and contextual considerations (including financial constraints). Whilst all students have core rotations at Inglis and Dick Vet GP practices, hands-on opportunities for routine surgical procedures are limited and inconsistent (see comments in Standard 4). Despite the large size of the farm animal practice, the proportion of farm animal rotation time spent on ambulatory visits is limited in both core and selective rotations.
286. Veterinary Public Health teaching is prioritised throughout all years of the programmes. All students attend practical teaching in the abattoir setting during final year rotations, and additionally have access to the Virtual Slaughterhouse resource developed during the pandemic.
287. The EMS team works closely together to ensure that all of the organisational and educational requirements for EMS are met. The EMS reports provide evidence of detailed engagement in Animal Husbandry EMS experiences. Students are encouraged to plan their EMS learning with reference to meeting their personal learning needs and the School's. Up to 6 weeks of "observational" EMS is permitted as part of the 26-week total, facilitating attendance at EMS prior to related practical skill teaching. Up to 10 weeks of EMS can be used for the Student Research Component depending on the type of project.

Commendations

288. The curriculum team is commended for their evidence-based approach to innovation within the curriculum, for example the introduction of immersive simulation.
289. The School is commended for the emphasis on biosecurity training throughout the programme.
290. The School is commended for the development of the Virtual Slaughterhouse.

Recommendations

None.

Suggestions

291. The School is encouraged to ensure that all staff involved in teaching (including professional services and nursing staff) are appropriately trained in teaching.
292. The School is encouraged to undertake a review of course Individual Learning Outcomes to ensure they are written in accordance with established best practice.
293. The School is encouraged to identify additional opportunities for spectrum of care focused teaching and practice opportunities.
294. The School is encouraged to identify ways of increasing students' involvement in routine farm animal ambulatory work.
295. The School is encouraged to consider how students who undertake 6 weeks of observational EMS and 10 weeks of research EMS are supported to ensure that their remaining EMS experience is optimised to support their practical and clinical skill development.

Standard 10: Assessment

Management

10.1 The institution must ensure that there is a clearly identified structure within the school showing lines of responsibility for the assessment strategy to ensure coherence of the overall assessment regime and to allow the demonstration of progressive development across the programme towards entry level competence. The strategy must be underpinned by robust quality assurance mechanisms.

Policy and Regulation

10.2 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 the assessment.

10.3 Requirements to pass including the effect of barrier assessments must be explicit.

10.4 Mechanisms for students to appeal against assessment outcomes must be explicit.

10.5 The school must have a process in place to review assessment outcomes and to change assessment strategies when required.

Assessment methods and design

10.6 Programme learning outcomes covering the full range of professional skills and attributes must form the basis for assessment design and underpin decisions on progression.

10.7 Assessment must inform student learning and students must receive timely feedback.

10.8 Assessment load must be planned and managed to achieve appropriate workloads for students and staff.

10.9 Assessment strategies must allow the school to certify student achievement of learning objectives at the level of the programme and individual units of study.

10.10 Methods of formative and summative assessment must be valid and reliable and comprise a variety of approaches. Direct assessment of clinical skills (some of which may be on simulated patients), must form a significant component of the overall process of assessment in the clinical disciplines.

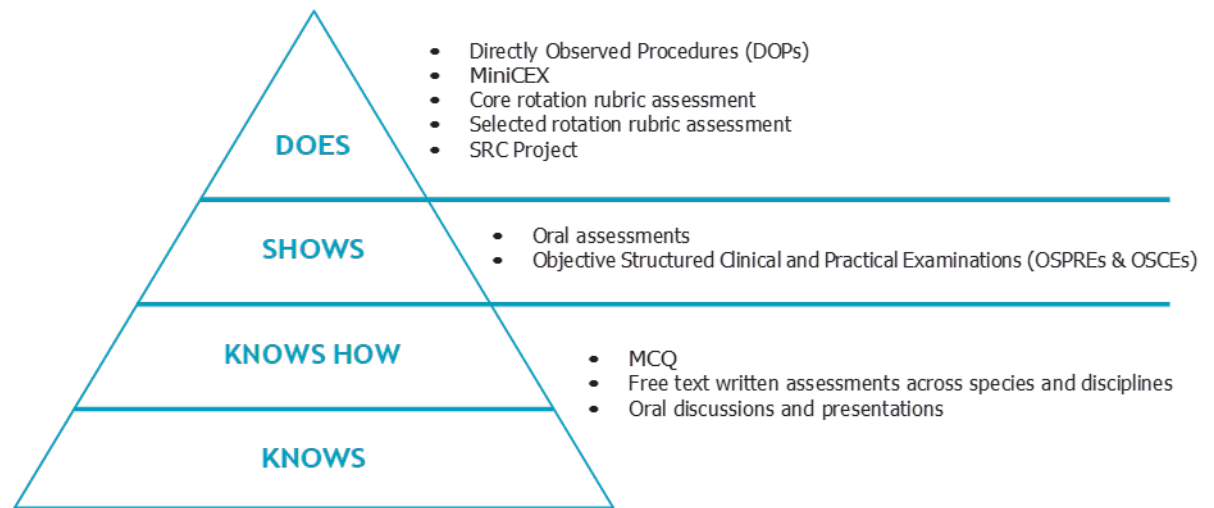
Assessment standards and quality assurance

10.11 There must be procedures in place to maximise the fairness, validity and reliability of assessment outcomes, including but not limited to academic peer review of assessment content, proofing of scripts, supervision and invigilation, maintenance of records and moderation processes.

10.12 Schools 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 fairly treated.

10.13 The school must be able to demonstrate that there are appropriate measures in place to ensure that grades awarded reflect an appropriate standard of performance by students against the relevant learning objectives.

Background



This figure provides a high-level overview of assessment strategy across the programme. Assessment is aligned to achievement of competences at relevant levels of the programme. Assessment methods are used across the curriculum, with greater use of methods in the upper levels of Miller's Pyramid in final years.

296. The sequencing of assessments through the curriculum ensures that knowledge, understanding, practical ability and professional reflection are assessed from year 1 of the programme. The final year preparation course at the end of year 4 has been designed to ease the transition to clinics and the selected rotation phase is based around the transition to the profession.

297. Clinical skills assessment begins in year 3, however the School intends to bring this forward into year 1 as part of the new curriculum.

298. Any student who fails a course and resits is required to attend progression committee to ensure appropriate support is in place. Under normal circumstances, a student will be permitted one repeat year only throughout the entirety of the programme.

Assessment Workload Management

299. Each Year Director has an overview of the assessments and their sequencing within their year. Assessment hours generally approximates to course credits. The school takes assessment into account in the workload model (WLM) which is completed annually, with allocations for marking and assessment management.

Feedback

300. Each course is required to clearly articulate feedback mechanisms to students. This includes post assessment feedback sessions, whole class 'immediate' feedback after MCQs, access to OSCE and animal handling feedback sheets and the opportunity for any student to review their completed exam scripts with their personal tutor.

Quality Assurance Processes

301. Each course has at least one external examiner who takes full part in the examination board and scrutinises the entire assessment process from paper setting to results. The University Policy outlines the external examiners roles and responsibilities. External examiners provide feedback to the School each year and the School responds to their comments at a granular course level (via the University online External Examiners Reporting System/ EERS) and more holistically by identifying any common themes emerging across years/ courses.
302. The School analyses the reliability of MCQs, and utilises the Hofstee or Cohen standard setting methodology for closed book assessments. The requirements to pass individual components of courses and the programme overall are clear.

Award of Grades

303. A combination of in-course and end of course assessments designed to assess course outcomes are used. All courses must be passed for progression and graduation. Satisfactory completion of tasks within courses are required for many courses. Professional behaviour and conduct issues can be escalated via student support to progression decisions related to fitness to practice which can result in exclusion on non-academic grounds.

Training

304. Assessment workshops are run by the School and University and there is mandatory training for specific roles such as OSCE examiner training sessions, Multiple Mini Interview assessor training sessions, Exam Board Chair Sessions. Optional workshops include: Writing Meaningful MCQs: why, how and setting standards, Writing short answer questions.
305. Colleagues who assess students in external core and selected rotations are supported by their core contact; for example, the Core Inglis rotation colleagues attend sessions tailored to their needs. This includes an overview of assessment methods and specific training on final year assessment (focusing particularly of rotation feedback).

Comments

306. The School has a comprehensive programme of assessment, blueprinted to the programme and course outcomes, and designed to ensure students' progressive development towards entry- level competence. A variety of methods is used across the curriculum, with greater use of methods which require students to demonstrate practical application of learning in authentic contexts in the final years of the curriculum. The assessment requirements are

communicated through LEARN (learning management platform), are understood, and considered by students to be fair and effective in supporting learning. Students receive timely feedback through a variety of means, during and at the end of each course, and can review and receive advice on their progress during meetings with their personal tutor.

307. Following curriculum review using multiple sources of data including thematic analysis of external examiner reports, University Internal Periodic Review (2022) findings, student surveys and staff workshops, the School has modified the assessment strategy. New tasks include animal handling assessments prior to commencing EMS, reflective portfolios in all years and clinical skills assessments in the earlier years.

308. In final year Directly Observed Procedural Skills (DOPs) were replaced in 2022 with student led MiniCEX (mini clinical examinations) which encompass a range of interrelated skills in core and selective rotations and Entrustable Professional Activities (EPAs) are being trialled in selective rotations. The School is investigating options to replace the University portfolio system (PebbledPad) with a more effective in-house software and to provide a more effective solution for tracking individual student progression towards clinical competency across the whole programme.

Commendations

309. The School is to be commended for comprehensive, well managed, assessment processes and for their efforts to renew assessment to enhance and support student learning through coaching.

310. The School is to be commended for the move to include workplace-based assessments (miniCex) and for exploring a programmatic approach to assessment.

Recommendations

None.

Suggestions

311. The School should monitor the impact of the replacement of DOPS for individual rotations with student-led MiniCEXs across core and selective rotations to ensure that essential clinical competencies are not overlooked, but are demonstrated by all students prior to graduation.

312. The School should provide a clinical competence tracking tool to report the current status on progress to achievement of students' clinical competencies, as this would help inform and focus student's learning and assist clinical teachers.

Standard 11: Research Programmes

- 11.1 The veterinary school must demonstrate significant and broad research activities of staff that integrate with and strengthen the veterinary degree programme through research-led teaching.
- 11.2 All students must be trained in scientific method and research techniques relevant to evidence-based veterinary medicine. All students must have opportunities to participate in research programmes.
- 11.3 Veterinary schools must provide advanced postgraduate degree programmes, internships, residencies and continuing education programmes that complement and strengthen the veterinary degree programme and are relevant to the needs of the profession and community. Programmes and the numbers of students in them must be commensurate with the facilities, clinical and other resources and staff.

Background

313. The University of Edinburgh is a research-led University and the Veterinary School is a research-led Veterinary School, providing a research-led curriculum. The School has taken full advantage of its expansion in research (through incorporation of the Roslin Institute in 2008) to drive opportunities for research to be embedded and integrated into the professional programmes. The R(D)SVS offers a variety of opportunities for veterinary students to become engaged, and receive training, in research. Formal research programmes available to veterinary students include the mandatory Student Research Component (SRC) integrated into the core curriculum, Summer Studentship Programme, and Intercalated Degree Programme (BSc/MSc).
314. Students participating in research will usually follow one of the five research programmes/themes.
 - **Theme 1:** Genetics and genomics: Broadly, the aim is more accurate prediction of phenotype from genotype to improve animal health and welfare and the sustainability and efficiency of food production through selection.
 - **Theme 2:** Animal development, biology, behaviour and welfare: The overall aim is to improve the health and welfare of animals through understanding of their development, physiology and behaviour. This theme investigates the fundamental biology of farmed and companion animals from the molecular level, through cellular interactions and embryonic development, to the physiology of animals through life.
 - **Theme 3:** Infection and immunity. Overall, the research aim is to detect, prevent and treat animal and zoonotic diseases to enhance health and welfare. The focus of this theme is to mitigate the threat of infectious disease to farmed animals and crops to enhance welfare and resilience/productivity, as well as reducing the threat

of zoonosis to humans.

- **Theme 4:** Future food systems. This programme focuses on achieving security, equity and sustainability of the global food system, for safe, nutritious and sustainable diets. This theme investigates and promotes innovation in complex food systems, including appropriate new technologies, to deliver sustainable, healthy diets, to drive the transformation towards resilient, fair, ethical and sustainable food systems, and to support growth in the wider bio economy.
- **Theme 5:** Clinical veterinary sciences. Overall, the School aims to improve the diagnosis, treatment and prevention of societally important non-infectious diseases in veterinary species. Clinical and translational veterinary research on important diseases encompasses diagnosis, prevention and therapy, and primarily focuses on companion animals (cats, dogs and horses). This represents an important route for translation and application of more fundamental animal bioscience.

315. In addition, students can choose to focus their SRC projects on veterinary medical education research and development working with colleagues in the VMED division. These projects may lead to publication and/or presentation at the annual VETED symposium. Between 2016 and 2022, 63 educational SRC projects have been completed.

316. In addition to the compulsory SRC, there are a number of opportunities for students to engage in research activity, including:

- The School runs a summer research project programme. Each year, individual staff and researchers offer between 12-18 laboratory-based projects, which are then advertised to the students. Projects run for a minimum of 6 weeks and projects are funded from a variety of sources including the BBSRC, Zoetis, MSD Connect and Medical Research Scotland. Such projects are hugely popular with the students and inevitably are over-subscribed. Generally, the School can offer disappointed students opportunities for the following year. Projects provide an excellent way for students to sample research and consistently a number of students participating in these projects continue to take up further research opportunities through the programme.
- Part of a student exchange programme with Colorado State University (CSU) provides the opportunity for 1-2 Edinburgh students to undertake summer research projects with researchers at CSU and similarly 1-2 CSU students will conduct summer research projects with researchers here.
- A number of students have been successful in applying for and completing the Cornell Leadership Programme, which also provides an opportunity to design and run a research project.

- Intercalation opportunities. Undergraduate students can take up the opportunity to take an additional year and gain an intercalated degree (either a BSc or MSc) depending on the stage of the programme at which they wish to intercalate and their existing qualifications. There is a large range of opportunities within the University of Edinburgh and at other UK Institutions.

317. There is an extensive portfolio of post-graduate courses provided by the School. In total, there are 19 R(D)SVS PGT programmes. Since the last accreditation, there are an additional 11 PGT programmes (3 on-campus and 8 online) one of which has stopped recruiting. One on-campus programme has closed. This increase in R(D)SVS PGT programmes has been reflected in a large increase in PGT student numbers on programme from 300 to over 800 currently, and student numbers will continue to increase as the relatively newer online programmes fully mature. This has been accompanied by recruitment of Programme Directors, Coordinators, Administrators, and Digital Education Unit support to deliver the programme and support for students. The quality and commitment of these colleagues has been reflected in year-on-year excellent feedback from PGT students in terms of overall satisfaction in the Postgraduate Taught Experience Survey (PTES) scores, with R(D)SVS being the topped rank school in the University for PGT in 2021 with 95% overall satisfaction rate.

318. In 2016, the School launched three clinical-based online MSc/MVetSci programmes: Advanced Clinical Practice (ACP) MVetSci; Clinical Animal Behaviour (CAB) MSc and Veterinary Epidemiology MSc. The ACP MVetSci has had steady growth, with focus on veterinarians tailoring their course choices to meet their clinical learning needs. The CAB MSc has been extremely successful with recruitment quickly surpassing expectations. The Veterinary Epidemiology MSc has not grown as hoped and recruitment has been stopped.

319. In 2017, the Professional Doctorate in Veterinary Medicine (DVetMed) and online Veterinary Anaesthesia and Analgesia (VAA) MSc were launched. The DVetMed is a 4-year full time on-campus Clinical Training Programme for qualified veterinary surgeons undertaking chosen speciality training under the guidance and supervision of the Royal College of Veterinary Surgeons and European/American Veterinary Specialists (residents). This is not a programme open to general admissions as a Clinical Training Programme has to become available. The VAA MSc is aimed at veterinary anaesthetists, nurses and technicians in practice.

320. In 2018, three specialised online MSc programmes were launched - Applied Conservation Genetics and Wildlife Forensics, Applied Poultry Science and Food Safety MSc's - and a more general Global Food Security and Nutrition MSc. These programmes have been successful given the size of the target audience, with the acknowledgement that the more specialist programmes are targeting a relatively small niche population of potential applicants. The Global Food Security and Nutrition MSc is also popular, reflecting general concerns in the wider population. Also in 2018, the School partnered with Université de Tours and Universitat de Barcelona to

launch a fulltime 2 year on-campus Erasmus MSc in Infection Diseases and One Health with class sizes of 24 per year. A major focus of this were the fully funded Erasmus scholarships recruiting students from Low- and Middle- Income Countries. This MSc has been a success, though the School involvement with this MSc ended in 2021 due to the UK's exit from the European Union.

321. In 2019, the small on-campus MSc in Veterinary Science closed due to low numbers of applicants for a number of years. Finally, in 2020 the University was awarded a 5-year Wellcome Trust Integrated PhD in One Health Models of Disease (£5.3m). The cohort of 6 students per year undertake PGT courses in their 1st year before progressing onto their PhD.
322. This timeline demonstrates how the School is continually reviewing its provision and adapting to the needs of the profession and the community. Many of the online programmes include Postgraduate Professional Development (PPD) courses, that give professionals the opportunity to take a small number of courses to develop their skills and gain postgraduate credit without having to commit to a full postgraduate qualification. Non-credit Continuing Professional Development (CPD) courses have also been developed to support the continuing education of those who are new to or planning to join the profession. The range of options, flexibility of learning approaches, high-quality materials and student support, is core to delivery. The recent PGT programmes were recently reviewed as part of the University's Internal Periodic Review process.

Comments

323. The School has a strong research programme with high-quality research outcomes.
324. The School maintains their commitment to teaching research principles and practices through integration of these training elements into the curriculum across multiple years through the Student Research Component (SRC). Students who are completing their required SRC can be accommodated either at the R(D)SVS or the Roslin Institute. Student projects cover a wide variety of research areas, including literature reviews, bench research, and clinical research opportunities. The School has also recently engaged with Inspire initiatives, where women working across the Easter Bush campus in a variety of science roles are helping to raise awareness and aspirations of young women regarding a career in science. Students with a more robust interest in research can also undertake projects during EMS experiences, and/or intercalate in a BSc degree. Roslin Institute staff are highly engaged and invested in the training of veterinary students.
325. Students receive training in Evidence-based Veterinary Medicine (EBVM) through a year 2 theoretical course and a final year EBVM task. The School provides a comprehensive range of internships and residencies, with residencies recently aligned with the DVetMed programme. There is a standardised approach to management of the large portfolio of postgraduate programmes. CPD for local practitioners and veterinary nurses is provided through monthly clinical clubs.

Commendations

326. The School is commended on the quality and breadth of its research and the opportunities afforded to students for research.
327. The School is commended on the introduction of the DVetMed programme to enable a standardised system for residency training across a wide range of disciplines.

Recommendations

None.

Suggestions

None.

Standard 12: Outcomes Assessment

- 12.1 In the interests of quality assurance and enhancement, the veterinary school must have mechanisms to gather data routinely to demonstrate that its institutional and educational objectives are being met.
- 12.2 Specifically, the school must provide evidence that:
- its strategic goals are appropriate and that it is progressing towards achieving these goals
 - it is complying successfully with its operating plan
 - its veterinary programme is subject to internal and external evaluation and validation processes by long feedback loops (e.g. graduate destination surveys, employer surveys) in addition to the short loops (e.g. unit of study evaluations).
- 12.3 The school must provide evidence that all its graduates have (or for a new school, will have) achieved the programme's stated learning outcomes, including the level of competence required of an entry-level veterinarian (RCVS Day One Competence).
- 12.4 There must be a system for students to keep a record of, and reflect on, their developing practical and clinical skills over the duration of programme. There must be evidence that such experience logs inform the learning and assessment process for individual students, and evidence that the school uses consolidated data to monitor the achievement of competence and experience levels of students across the programme as a whole.
- 12.5 There must be procedures to review the evidence of student experience and student achievement of Day One Competence, and demonstrate implementation of change on the basis of such review. Outcomes of the review process must be communicated to relevant internal and external stakeholders.
- 12.6 The school must have a strategy for the continuous improvement of the quality of the veterinary programme.
- 12.7 In the case of a school that has yet to produce graduates, evidence must be presented that provides RCVS with reasonable assurance that the school's programme outcomes will be achieved. Evidence must be available to show progress to date in achieving the desired outcomes in the programme, and the measures to be taken in the remainder of the programme to ensure their achievement by the completion of the veterinary degree.

Evaluation of outcomes is the most important source of information to a school about its success and its drive for continued enhancement of quality. However, in contrast to inputs, which are relatively easy to measure, outcomes assessment is more complex. It is easy to become confused by the fact that the same raw data can be repurposed to assess outcomes at the level of the school or at the level of the individual student. This means that everyone involved needs to be clear about the use of data and the presentation of results.

All schools with an established quality assurance and enhancement culture will evaluate outcomes at school, programme, module and individual student levels. This will be achieved through results in assessments, feedback forms of various types, surveys, publication counts and a host of other measures. Different schools will place emphasis on different measures, but a report on outcomes should include a matrix that employs a variety of different measures providing information relevant to the foci of the other standards. Repetition of the measures over an extended period (at least five years) will then demonstrate progress in each area. Specifically, evaluation of outcomes related to the veterinary

programme, individual students (throughout their studies as well as at graduation) and employability must be included, but RCVS will expect schools to include other outcomes evaluations of their choice. In addition, evidence of quality assurance, together with both reactive and proactive quality enhancement will be expected.

Background

328. The School has expanded the NAVLE support to create a 15-person group allowing greater breadth and depth of content coverage and insight. The School continues to work with the student AVMA chapter on further ideas for support in this area.

Surveys

329. The School surveys recent graduates (approx. 18 months and 5 years after graduation) and employers annually. From 2021, the RCVS has collected recent graduate and employer data through VetGDP which has increased response rates significantly. Data from the 18-month graduate survey and employer survey has resulted in the last few years in changes and enhancements to business skills curriculum, and clinical and communication skills programme.

RCVS Recent Graduate Survey

330. A total of 86 of recent graduates responded to the RCVS VetGDP survey in 2021 broken down to graduates from 2021 (81), 2020 (4) and 2019 (1). The School is currently considering whether to maintain an additional School-specific recent graduate survey in addition the RCVS survey, as data from the School survey provides the most useful outcomes data for their own specific curriculum purposes.

VMQAEC

331. The VMQAEC collects annually a range of information from course organisers and their teams which includes adequacy of facilities and equipment. The results are reported to the BVM&S LTC for action as well as to the College Quality Assurance and Enhancement Committee and Senatus Quality Assurance Committee. Line managers for academic staff carry out regular job appraisals (annual performance and development review/PDR) to identify areas for personal development relating to teaching, research and administrative duties supported by the University's Human Resources department. Teaching faculty opinion is also collected annually at post-course review meetings which are mandatory as part of the VMQAEC processes.

332. All survey data relating to teaching and learning are reported to the BVM&S LTC for appropriate action. The results from surveys and any resulting actions are also scrutinised by the VMQAEC.

333. The BVM&S LTC in reviewing QA and other outcomes data has oversight of student preparedness for phases of education: Specific research projects focused on preparedness for final year have led to curriculum changes to facilitate a smoother transition. The continued evolution of the professional and clinical skills courses is

aiming to develop the notion of reflective practitioner from the earliest stages and help with preparedness and progression.

334. **Overall Approach:** The School adopts an enhancement led approach to teaching quality consistent with the Scottish QAA system and enhancement themes. In addition, the School has several active educational research and development projects. Faculty members regularly attend and present at national and international medical and veterinary medical education conferences.
335. **Faculty Awards:** The School runs biennial staff awards including the 'Rising Star in Teaching' and 'Outstanding Student Experience' Awards. The Edinburgh University Students Association (EUSA) organise annual teaching awards for which students vote for staff members across a number of categories. The School supports a prize for 'Teaching in Veterinary Medicine'. Anecdotally, faculty and support staff value these awards immensely, especially as the system is entirely student driven.

Faculty and Staff Perception of Teaching Resources

336. All course organisers and Year Directors sit on the BVM&S Learning and Teaching Committee where issues relating to resources can also be raised. As part of the Athena Swan activities, a campus wide staff survey runs annually capturing feedback on a range of aspects from working environment and facilities through to promotions awareness and support.

Comments

337. The evidence of clinical competencies was good overall as determined by the pass rate of OSCEs, the weakest of which was basic surgical and medical skills in year 5, the former of which is echoed by recent graduate and employer surveys (see below). Meeting with employers of recent graduates indicated considerable satisfaction with their graduates, particularly with respect to their knowledge and communication and interpersonal skills. With regard to areas that could be improved, there was general agreement that practical skills (particularly entry level surgical) could be improved, but employers attributed this in part to the reduced amount of EMS due to COVID-19. Some veterinarians commented that business skills could be improved, particularly with spectrum of care – that is, some graduates wanted to apply the gold standard treatment and were uncertain how to assist clients of lesser means.
338. The school conducts mid-course surveys and is responsive to legitimate student concerns.
339. The School performed very well on almost all categories on the National Student Survey – the one area that was less satisfactory was organisation. This was echoed by meetings with students. The School is well aware of this concern and it is in part related to the nature of the integrated curriculum. However, this difficulty has been exacerbated since the SVM had to

employ the University scheduling system (previously, they had their own separate scheduling system).

340. The absolute rate of attrition is approximately 5% in the 5 year programme of which 2.2% is for academic reasons and 2.7% for personal reasons. The absolute rate of attrition for the GEP programme is approximately 7%. The majority of the attrition occurs in the early years of the programme, but does not appear to be associated with any specific course.
341. Recent graduate surveys indicated that the majority felt well prepared for their first job and would recommend the University of Edinburgh Royal (Dick) School of Veterinary Studies. The RCVS VetGDP survey noted strengths as communication skills, and to a lesser extent IMR/EMS and noted weaknesses as insufficient first opinion practice experience and basic clinical surgical experience. This was triangulated in the interviews with alumni and employers.
342. The RCVS VetGDP employer survey indicate that recent graduates are well prepared in communications, teamwork, willingness to ask for support, recognising their limitations and resilience. The employer survey identified surgical abilities and a lack of confidence/self-belief by recent graduates as weaknesses.
343. NAVLE pass rates for the last four years have exceeded 80%. Students are provided with an opportunity to take a practice test and some optional review sessions are available. Students understand that the veterinary medicine taught at the University of Edinburgh is related to the status of veterinary medicine in the United Kingdom, and that they are unlikely to receive the same degree of coverage of diseases that are more common in North America. Some students, however, report that they feel that NAVLE support is insufficient. In response to student concerns, the School is expanding support beyond a small team of four to create a larger 15-person group which will allow for a greater breadth and depth of content coverage and insight. The School is also continuing to work with their student AVMA Chapter to gather additional ideas for providing support in this area.

Commendations

None.

Recommendations

344. All students must be able to attain entry-level competence in basic hands-on elective surgery.

Suggestions

345. The School is encouraged to explore students' concerns regarding NAVLE preparation and address appropriately.
346. The School is encouraged to use all available outcomes data, including data from the RCVS VetGDP new graduate and employer surveys, for quality improvement and to address identified issues.

AVMA Rubric

Standard 1, Organization

The college must develop and follow its mission statement.

Intent: A well-developed mission statement is helpful in communicating the values and purpose of the college, as long as it is followed and reflected in the actual practices of the college.

What to look for: Evidence of overall teaching, research, and service commitment; commitment to professional DVM program or equivalent; commitment to provide instruction and clinical opportunities for students in a wide variety of domestic species, including food animal, equine, and companion animal; commitment to excellence in program delivery.

Y MD N

The college has a well-developed mission statement that is followed.

Comments:

A well-developed mission statement is described on the home page of the School's website and there is widespread evidence to show this is followed.

Dean's Comments:

[Click here to enter text.](#)

Site Team's Assessment:

[Click here to enter text.](#)

Deficiencies (Major/Minor):

[Click here to enter text.](#)

Directives:

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Suggestions:

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Commendations:

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Additional Reporting:

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The school must have a strategic plan and an operating plan. (RCVS)

The school must provide evidence that it manages concerns about, or risks to, the quality of any aspect of the veterinary programme. (RCVS)

The school has a strategic plan and an operating plan that is followed.

Y MD N

Comments:

A strategic plan is available for 2020–2025, which integrates the short-term and long-term mitigation strategies of the COVID-19 pandemic. Six strategic priorities are identified in the plan. Against each priority, clearly defined objectives and strategies to achieve those objectives are outlined together with qualitative key performance indicators (KPIs) for each.

Dean’s Comments:

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Site Team’s Assessment:

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Deficiencies (Major/Minor):

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Directives:

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Suggestions:

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Commendations:

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Additional Reporting:

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An accredited college of veterinary medicine must be a part of an institution of higher learning accredited by an organization recognized for that purpose by its country’s government.

Intent: The COE is recognized by the US Department of Education and Council on Higher Education Accreditation as a programmatic accreditor and does not evaluate independent veterinary colleges. Institutional accreditation in the United States, provincial recognition in Canada, and governmental recognition in other countries provides a measure of institutional quality assurance and accountability beyond the college level.

What to look for: The institutional accrediting body has been identified; the accreditation status of the university is provided; deficiencies noted by the accreditor that may impact compliance with the Standards of Accreditation are being addressed adequately.

The college is part of an institution accredited or federally recognized for this purpose.

Y MD N

Comments:

The University administration is supportive of the School, organizationally and financially, providing a range of centralized resources.

Dean's Comments:

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Site Team's Assessment:

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Deficiencies (Major/Minor):

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Directives:

[Click here to enter text.](#)

Suggestions:

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Commendations:

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Additional Reporting:

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A college may be accredited only when it is a major academic administrative division of the parent institution and is afforded the same recognition, status, and autonomy as other professional colleges in that institution.

Intent: Effective veterinary colleges are complex, multidisciplinary, and resource intensive. Access to senior institutional leaders is essential to ensure ongoing needs are fully appreciated and adequate resources are made available to sustain the teaching, research, and service mission of the college.

What to look for: A flow chart indicating the position of the college of veterinary medicine in the university structure; lines of authority and responsibility are shown; names and titles of principal administrative officers are provided to the level of college.

The college is a major academic administrative division of the university afforded the same recognition, status, and autonomy as other professional colleges. **Y MD N**

Comments:

[Click here to enter text.](#)

Dean's Comments:

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Site Team's Assessment:

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Deficiencies (Major/Minor):

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Directives:

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Suggestions:

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Commendations:

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Additional Reporting:

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The chief executive officer or dean must be a veterinarian. This individual must have overall budgetary and supervisory authority necessary to assure compliance with accreditation standards. The officer(s) responsible for the professional, ethical, and academic affairs of the veterinary medical teaching hospital or equivalent must also be (a) veterinarian(s).

Dean, Head or Principal must be a locally registered veterinarian. (AVBC)

The head of school or dean must be a veterinarian and must have control of the budget for the veterinary programme. (RCVS)

Intent: Veterinary medicine is a unique, multidisciplinary health profession. Decisions affecting the education of veterinarians are best understood and administered by veterinarians.

What to look for: A flow chart of the organizational design of the college, listing names, titles (deans or chief executive officer, associate/assistant deans, directors, department heads, etc.), academic credentials, and assignments of the college administrators. Verify that the dean and chief academic officer of the hospital (or the individual with senior leadership responsibility for the clinical programs) are veterinarians.

| | | | |
|--|-------------------------------------|--------------------------|--------------------------|
| The dean and academic head of the veterinary teaching hospital are veterinarians. | Y | MD | N |
| | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| The dean and academic head is a locally registered veterinarian. | Y | MD | N |
| | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| The head of school or dean is a veterinarian and has control of the budget for the veterinary programme. | Y | MD | N |
| | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

Comments:

Professor David Argyle FRCVS is the Head of the School and is also Acting Vice Principal and Head of the College of Medicine and Veterinary Medicine, a temporary position he has taken on due to the sudden onset illness of the current Head of the College that became long term. This is a role Professor Argyle has fulfilled in the past. He has stepped down from his clinical duties at the School during his time and has been fully supported by the School to be able to provide the leadership for both the College and the School. The College has begun the process of searching for a new Head of College.

Dean's Comments:

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Site Team's Assessment:

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Deficiencies (Major/Minor):

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Directives:

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Suggestions:

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Commendations:

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Additional Reporting:

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There must be sufficient administrative staff to adequately manage the affairs of the college as appropriate to the enrollment and operation.

Intent: Administrative staff (including administrators) play an essential role in all phases of college operation. The administrative staff and structure must be adequate to support students and faculty and fulfill the teaching, research and service mission of the college.

What to look for: Description of the role of administrators (deans, associate/assistant deans, directors, department heads, including academic credentials), faculty, support staff, and students in the governance of the college; listing of major college committees including committee charge, appointment authority, terms of service (term length/rotation), and current members.

| | | | |
|--|-------------------------------------|--------------------------|--------------------------|
| College committee structure, representation, and function are adequate to meet the operational needs of the college effectively. | Y | MD | N |
| | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Sufficient administrative staff is present to support the operational needs of the college. | Y | MD | N |
| | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

Y N

Does the college plan to change its current organization?

Intent: Accreditation site visits represent a snapshot of current conditions. However, program sustainability can be positively or negatively impacted by planned organizational changes.

What to look for: A rationale and summary of planned organizational changes including timelines and how the planned changes are expected to improve the existing conditions or address anticipated future needs.

Comments:

The School currently has eight core academic divisions. Over the next year, the School intends to establish a new Division of General Practice to further develop the emphasis on general veterinary practice.

Dean's Comments:

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Site Team's Assessment:

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Deficiencies (Major/Minor):

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Directives:

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Suggestions:

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Commendations:

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Additional Reporting:

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AVBC - Governance and Management.

The governance of the school and its management structures and functions must be defined and understood by all stakeholders. This definition must encompass the school's internal relationships, relationships with the university and with the school's external providers.

Governance and management of risk assessment, workplace health and safety, statutory obligations and human resources, animal care and management policies must be at best practice standards as applied in Australia and New Zealand (e.g. those set by AICD or the NZ Institute of Directors).

The composition, terms of reference, powers, reporting relationships, representation of relevant groups, and decisions must be documented for all committees and delegated authorities.

The school's organisational structure must ensure that staff, students and key stakeholder groups have the opportunity to contribute to the school's direction and decision making processes.

The school must be able to assure the AVBC of the continuity of core partnerships for curriculum delivery.

The school must provide evidence that it quickly and effectively manages concerns about, or risks to, the quality of any aspect of the veterinary program.

| | | | |
|---|-------------------------------------|--------------------------|--------------------------|
| The governance of the school and its management structures and functions are defined and understood by all stakeholders. | Y | MD | N |
| | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Governance and management of risk assessment, workplace health and safety, statutory obligations and human resources, animal care and management policies are at best practice standards (e.g. those set by AICD or the NZ Institute of Directors). | Y | MD | N |
| | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| The composition, terms of reference, powers, reporting relationships, representation of relevant groups, and decisions are documented for all committees and delegated authorities. | Y | MD | N |
| | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| The school's organisational structure ensures that staff, students and key stakeholder groups have the opportunity to contribute to the school's direction and decision making processes. | Y | MD | N |
| | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| The school is able to assure the AVBC of the continuity of core curricular partnerships with MOUs/Contracts in place. | Y | MD | N |
| | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| The school has evidence that it quickly and effectively manages concerns about, or risks to, the quality of any aspect of the veterinary program. | Y | MD | N |
| | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

Comments:

The School has a well-defined committee structure with appropriate linkages to provide managerial control and appropriate governance. The BVM&S Learning and Teaching Committee is a large but active committee containing a comprehensive cross section of the faculty as well as students. The majority of the core rotations take place within the School's own hospitals and clinics. The School has one core rotation that is off-site at Inglis Veterinary practice in Cowdenbeath. A contract is in place with Inglis which contains clearly defined expected standards of educational value from each case.

Dean's Comments:

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Site Team's Assessment:

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Deficiencies (Major/Minor):

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Directives:

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Suggestions:

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Commendations:

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Additional Reporting:

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The college must create an academic environment that does not discriminate and seeks to enhance 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.

Intent: The college must have policies and activities that demonstrate the value of a diverse culture within the institution and the workplace outside the institution.

What to look for: policies and procedures, activities, recruiting strategies and other evidence to show that a diverse culture is valued.

Policies and procedures and college activities demonstrate an institutional value and commitment to promoting a diverse academic and workplace environment.

Y MD N

Comments:

The School has an Associate Dean for Equity, Diversity, and Inclusivity (EDI) and an EDI committee that works with senior management.

Dean's Comments:

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Site Team's Assessment:

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Deficiencies (Major/Minor):

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Directives:

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Suggestions:

[Click here to enter text.](#)

Commendations:

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Additional Reporting:

Click here to enter text.

Overall, can the college be said to be in compliance with Standard 1?

Click here to enter text.

YES MD

NO

Standard 2, Finances

Finances must be adequate to sustain the educational programs and mission of the college. The school and university must provide reasonable evidence to AVBC that finances to sustain the veterinary program are secure for the next 7 years. (AVBC)

Sufficient funds must be allocated for the acquisition and maintenance of buildings and equipment. (AVBC)

Intent: Veterinary colleges must have adequate, sustainable financial resources to fulfill the teaching, research, and service mission.

What to look for: Documentation and data including a financial summary and analysis of actual revenues and expenses for the past five years; actual or projected revenues and expenses for current year; and actual or projected revenues and expenses for next year. Financial analyses must demonstrate adequate, sustainable financial resources to fulfill the teaching, research, and service mission.

| | | |
|---|-------------------------------------|--------------------------|
| Analysis of revenues and expenditures for the past five years demonstrate adequate, sustainable financial resources to fulfill the teaching, research, and service mission. | Y | MD |
| | N | |
| | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| | <input type="checkbox"/> | |

Financial resources are adequate and deployed efficiently and effectively to:

| | | |
|--|-------------------------------------|--------------------------|
| | Y | MD |
| | N | |
| Support all aspects of the mission, goals, and strategic plan | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| | <input type="checkbox"/> | |
| | Y | MD |
| | N | |
| Ensure stability in the delivery of the program | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| | <input type="checkbox"/> | |
| Allow effective faculty, administrator, and staff recruitment, retention, remuneration, and development | Y | MD |
| | N | |
| | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| | <input type="checkbox"/> | |
| Maintain and improve physical facilities, equipment, and other educational and research resources | Y | MD |
| | N | |
| | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| | <input type="checkbox"/> | |
| Enable innovation in education, inter-professional activities, research and other scholarly activities, and practice | Y | MD |
| | N | |
| | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| | <input type="checkbox"/> | |
| Measure, record, analyze, document, and distribute assessment and evaluation activities | Y | MD |
| | N | |

Ensure an adequate quantity and quality of practice sites and preceptors are provided to support the curriculum, as needed.

Y MD
N

The school and university has provided reasonable evidence that finances to sustain the veterinary program are secure for the next 7 years.

Y MD
N

Sufficient funds have been allocated for the acquisition and maintenance of buildings and equipment.

Y MD
N

Comments:

The University of Edinburgh operates on a modified Responsibility Centered Management model. The School receives all its income directly and is directly responsible for all expenses other than facilities maintenance. The most up-to-date information has been provided in a separate attached file (see Additional_Info_Income and expenditure annual summary_131022.xlsx); the total revenue for 2020/2021 was xxxxx and expenditure was xxxxx with the difference being xxxxx This difference between revenue and expenditure is returned to the University as the School's contribution.

Much of the contribution to the University is returned to the School in the form of the Estates and Buildings budget which provides for building renovation and new building projects. The Estates and Buildings division budgets xxxxx to cover maintenance for the School in the 2020/2021 year.

Financial decisions within the college are made based on the amount involved. Modest purchases can be made at the division level and intermediate expenditures such as a new faculty position are made at the College level. Major expenditures less than £1M must be submitted for a minor works bid. Larger project such as major changes to facilities/new buildings are taken to the University and then prioritized by the University for funding. Major buildings may be funded entirely by the University, or by partial University funding and other external funding. The School has been very successful in funding projects over the last five years, for example the Charnock Bradley Building and the Large Animal Research and Imaging Facility.

The cost of training a veterinary student, is listed as xxxxx but this is an estimate based on the idea that most of the expense of training a veterinary student occurs in the final year and that it is very difficult and somewhat arbitrary to completely itemize monies spent on instruction vs. clinical service. Student aid is limited and somewhat variable, but the Dean has discretion to provide support from funds available to him under special circumstances.

The total Teaching Hospital revenue in 2021/22 was xxxxx and expenditure was xxxxx and both revenue and expenditure are predicted to increase over the next three years. The Hospital

covers 30% of the lecturer salaries that participate in hospital service, 50% of house officer funding, and 70% of veterinary nurses' salaries.

Dean's Comments:

[Click here to enter text.](#)

Site Team's Assessment:

[Click here to enter text.](#)

Deficiencies (Major/Minor):

[Click here to enter text.](#)

Directives:

[Click here to enter text.](#)

Suggestions:

[Click here to enter text.](#)

Commendations:

[Click here to enter text.](#)

Additional Reporting:

[Click here to enter text.](#)

Colleges with non DVM undergraduate degree programs must clearly report finances (expenditures and revenues) specific to those programs separately from finances (expenditures and revenues) dedicated to all other educational programs.

Intent: It is important to evaluate the impact non DVM, undergraduate degree programs offered by the college have on the professional program.

What to look for: Clear reporting of the expenditures and revenues specific to non DVM, undergraduate degree programs offered by the college and impact on the DVM program.

Non DVM undergraduate degree programs offered by the college do not adversely affect resources available to deliver the professional program.

Y MD
N

N/A

Comments:

A modest number of students undertake an intercalated degree through other departments on campus.

Dean's Comments:

[Click here to enter text.](#)

Site Team's Assessment:

Click here to enter text.

Deficiencies (Major/Minor):

Click here to enter text.

Directives:

Click here to enter text.

Suggestions:

Click here to enter text.

Commendations:

Click here to enter text.

Additional Reporting:

Click here to enter text.

Clinical services, field services, and teaching hospitals must function as instructional resources. Instructional integrity of these resources must take priority over financial self-sufficiency of clinical services operations.

Intent: Efficient operation of clinical services is highly encouraged, but must not take precedence over the educational mission of the college.

What to look for: Evidence that adequate resources for instruction and clinical opportunities are provided for students in a wide variety of domestic species, including food animal, equine, and companion animal; commitment to excellence in program delivery.

| | | | |
|---|-------------------------------------|--------------------------|--------------------------|
| Clinical services, field services, and teaching hospitals function as instructional resources. | Y | MD | N |
| | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Instructional integrity of these resources takes priority over financial self-sufficiency of clinical services operations (educational objectives take priority). | Y | MD | N |
| | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

Comments:

The University Farm, Teaching Hospitals, and Field Services all function as instructional resources.

While the total Veterinary Teaching Hospitals revenue in 2020/21 exceeded expenditures, instructional integrity was prioritized over financial self-sufficiency.

Dean's Comments:

Click here to enter text.

Site Team's Assessment:

Click here to enter text.

Deficiencies (Major/Minor):

Click here to enter text.

Directives:

Click here to enter text.

Suggestions:

Click here to enter text.

Commendations:

Click here to enter text.

Additional Reporting:

Click here to enter text.

Overall, can the college be said to be in compliance with Standard 2?

YES MD

NO

Supplemental information cited:

Additional_Info_Income and expenditure annual summary_131022.xlsx

Standard 3, Physical Facilities and Equipment

All aspects of the physical facilities must provide an appropriate learning environment. Safety of personnel and animals must be a high priority. Classrooms, teaching laboratories, teaching hospitals, which may include but are not limited to ambulatory/field service vehicles, seminar rooms, and other teaching spaces shall be clean, maintained in good repair, and adequate in number, size, and equipment for the instructional purposes intended and the number of students enrolled.

Offices, workspaces, laboratories, toilets, and locker rooms must be sufficient for the needs of the students, faculty, and staff.

An accredited college must maintain an on-campus veterinary teaching hospital(s), or have formal affiliation with one or more off-campus veterinary hospitals or other training sites used for teaching. Appropriate diagnostic and therapeutic service components must be present to meet the expectations of the practice type. These include, but are not limited to, pharmacy, diagnostic imaging, diagnostic support services, isolation facilities, intensive/critical care, ambulatory/field service vehicles, and necropsy facilities in the teaching hospital(s) and/or facilities that provide core clinical training. Operational policies and procedures must be posted in appropriate places. Standards related to providing an adequate teaching environment and safety of personnel and animals shall apply to all teaching hospitals and core training sites.

Intent: Colleges must have adequate and appropriate physical facilities to facilitate interaction among administration, faculty and students. The physical facilities must meet legal standards and be safe, well maintained, and adequately equipped. Colleges must demonstrate compliance with relevant institutional practices and the American Disabilities Act to provide appropriate access to learning and clinical facilities for students with disabilities.

What to look for:

Evidence that all aspects of the physical facilities provide an appropriate learning environment for the number of students enrolled, including students with disabilities. Effective biosecurity and safety measures are in place and regularly monitored.

Classrooms, teaching laboratories, teaching hospitals, which may include but are not limited to ambulatory/field services vehicles, seminar rooms, and other teaching spaces are:

| | Y | MD | N |
|---|-------------------------------------|--------------------------|--------------------------|
| Clean and well maintained | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Adequate in number, size, and equipment for the instructional purposes intended | Y | MD | N |
| | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Adequate in number, size, and equipment for the number of students enrolled. | Y | MD | N |
| | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| There is ready student access to adequate study, recreation, locker and food services facilities. | Y | MD | N |
| | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

| | | | |
|--|-------------------------------------|-------------------------------------|--------------------------|
| Administrative and faculty offices and research laboratories are sufficient for the needs of faculty and staff. | Y | MD | N |
| | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Adequate on-campus veterinary teaching hospital(s), or formal affiliation with one or more adequate off-campus veterinary hospitals are provided for teaching. | Y | MD | N |
| | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Diagnostic and therapeutic service components, including but not limited to the following are available that reflect contemporary standards and provide an adequate learning environment: | | | |
| | Y | MD | N |
| Pharmacy | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| | Y | MD | N |
| Diagnostic imaging | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| | Y | MD | N |
| Diagnostic support services | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| | Y | MD | N |
| Isolation facilities | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| | Y | MD | N |
| Intensive/critical care | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| | Y | MD | N |
| Ambulatory/field service vehicles | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| | Y | MD | N |
| Necropsy facilities. | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Effective college and/or institutional biosecurity officer/committee and safety officers responsible for clinical and research facilities in place. | Y | MD | N |
| | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Evidence that building materials, especially flooring and wall surfaces are in good repair, promote animal and personnel safety, and can be adequately disinfected for infectious disease control. | Y | MD | N |
| | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Operational policies and procedures are posted in appropriate places. | Y | MD | N |
| | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Protocols (SOP's) for Isolation units or other biosecurity areas are posted or readily accessible. | Y | MD | N |
| | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| If Isolation units do not have separate external entrances, appropriate protocols for admission of isolation patients are in place. | Y | MD | N |
| | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| | N/A | <input type="checkbox"/> | |
| Evidence of appropriate controlled substance management and auditing in the hospital pharmacy, at distributed dispensing sites in clinical facilities and in | Y | MD | N |
| | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

ambulatory facilities, including policies related to student access to/use of controlled substances.

Y MD N

Evidence of safe handling of chemotherapeutic/cytotoxic drugs.

Y MD N

Evidence of regular monitoring of radiation safety.

Evidence of regular monitoring of formaldehyde levels (at least annually) in anatomy laboratories and compliance with OSHA or other state regulations.

Y MD N

Y MD N

Evidence that learning and clinical facilities are accessible to disabled students.

Comments:

The William Dick Building provides the majority of teaching and study space, catering, social area and staff offices. New additions to the facilities since the last visit include the Charnock Bradley building (2018) which contains the Roslin Innovation Centre, Easter Bush Science Outreach Centre, gym and cycle changings, student counselling room, an occupational health room, and a room for reflection; the Large Animal Research and Imaging Facility (LARIF) (2021) and campus nursery (2018). On site there are teaching hospitals for small animals, horses and production animals. All buildings are spacious, well equipped and maintained to provide an excellent learning environment for the students. The School provides both a farm animal and equine ambulatory service. Whilst vehicles are clean and modern, there is insufficient boot space to accommodate all of the clinical equipment for visits which is stored on the passenger seats and footwell in the back of the cars. Inglis Veterinary Practice is an off-campus core rotation providing students with opportunities for medical and surgical experience in a general practice.

Effective biosecurity and safety measures are in place and regularly monitored on campus and at Inglis. However, there is no direct formal reporting of accidents and near misses from Inglis to the School.

Students have no access to controlled drugs but can potentially access the hospital pharmacy overnight as this is not currently locked.

Dean's Comments:

[Click here to enter text.](#)

Site Team's Assessment:

[Click here to enter text.](#)

Deficiencies (Minor):

All aspects of the physical facilities must provide an appropriate learning environment. Safety of personnel and animals must be a high priority.

Directives:

The School must ensure that all heavy equipment in vehicles is restrained in ambulatory practice vehicles.

Suggestions:

The School is encouraged to institute direct formal reporting of any accidents and near misses from Inglis.

The School is encouraged to improve out-of-hours security in the small animal hospital pharmacy.

Commendations:

The quality, range, and maintenance of the teaching and learning resources, especially the new diagnostic, surgical, and critical care unit of the Equine Hospital are commended,

Additional Reporting:

[Click here to enter text.](#)

Facilities for the housing of animals used for teaching and research shall be sufficient in number, properly constructed, and maintained in a manner consistent with accepted animal welfare standards. Adequate teaching, laboratory, research, and clinical equipment must be available for examination, diagnosis, and treatment of all animals used by the college.

The veterinary school must describe a clear strategy and programme for maintaining and upgrading its buildings and equipment. (AVBC/RCVS)

Core clinical teaching facilities may be provided on campus or externally. The school must ensure standards of these clinics are suitable for learning best veterinary practice, through regular review. (AVBC/RCVS)

All core teaching sites (whether on campus or external) should provide dedicated learning spaces including adequate internet access. (RCVS)

Intent: Teaching and research animals must be maintained and cared for in accordance with the accepted animal welfare standards including the Animal Welfare Act.

What to look for: Evidence that the housing and care provided for teaching and research animals is consistent with the Animal Welfare Act and other accepted animal welfare standards, for example, an appropriately functioning Institutional Animal Care and Use Committee (IACUC) is in place, favorable USDA inspection reports, and AAALAC accreditation (not required). Evidence that the college/institutional biosecurity/safety committee is appropriately structured and functions effectively are covered in 3.7 above.

Housing for teaching and research animals provides sufficient space that is properly constructed and maintained in accordance with accepted animal welfare standards. **Y MD N**

Adequate teaching, laboratory, research, and clinical equipment are available for examination, diagnosis, and treatment of all animals used by the college. **Y MD N**

Y MD N

Adequate safety and facilities management plans are in place and followed.

An adequate program for maintaining and upgrading buildings and equipment exists.

Y MD N

Clinical teaching facilities are regularly reviewed against private sector best practice standards.

Y MD N

All core clinical sites have learning spaces and internet access.

Y MD N

Comments:

Animal accommodation on campus is properly constructed and maintained to provide an appropriate environment to ensure animal welfare. Equipment in all of the on-campus sites is modern and of a high standard to facilitate examination, diagnosis, and treatment of all major species. Whilst the equipment and facilities at Inglis are more basic, it is well-maintained, and its functionality is aligned to that seen in a core general practice. All core sites including Inglis provide a good learning and working environment. Farm animal hospital teaching cases are donated or purchased by the School and are under the care of the farm animal clinical staff; there is no oversight of these teaching animals by the Teaching Animal Use Committee.

Dean's Comments:

[Click here to enter text.](#)

Site Team's Assessment:

[Click here to enter text.](#)

Deficiencies (Major/Minor):

[Click here to enter text.](#)

Directives:

[Click here to enter text.](#)

Suggestions:

The School is encouraged to review the governance and ethical oversight of farm animal hospital cases, and consider whether these should fall within the remit of the Teaching Animal Use Committee.

Commendations:

[Click here to enter text.](#)

Additional Reporting:

[Click here to enter text.](#)

Overall, can the college be said to be in compliance with Standard 3?

YES MD
NO

[Click here to enter text.](#)

Standard 4, Clinical Resources

Normal and diseased animals of various domestic and exotic species must be available for instructional purposes, either as clinical patients or provided by the institution. While precise numbers are not specified, in-hospital patients and outpatients including field service/ambulatory and herd health/production medicine programs are required to provide the necessary quantity and quality of clinical instruction. The Program must be able to demonstrate, using its assessment of clinical competency outcomes data, that the clinical resources are sufficient to achieve the stated educational goals and mission.

It is essential that a diverse and sufficient number of surgical and medical patients be available during an on-campus clinical activity for students' clinical educational experience. Experience can include exposure to clinical education at off-campus sites, provided the college reviews and regularly monitors these clinical experiences and educational outcomes. Further, such clinical experiences should occur in a setting that provides access to subject matter experts, reference resources, modern and complete clinical laboratories, advanced diagnostic instrumentation and ready confirmation (including necropsy). Such examples could include a contractual arrangement with nearby practitioners who serve as adjunct faculty members and off-campus field practice centers. The teaching hospital(s) shall provide nursing care and instruction in nursing procedures. A supervised field service and/or ambulatory program must be maintained in which students are offered multiple opportunities to obtain clinical experience under field conditions. Under all situations students must be active participants in the workup of the patient, including physical diagnosis and diagnostic problem oriented decision making.

Practical, hands-on clinical instruction and experience must account for at least 30 per cent of the entire curriculum. (AVBC)

Intent: The clinical resources available through the veterinary college should be sufficient to ensure the breadth and quality of outpatient and inpatient teaching. These resources include adequate numbers and types of patients (e.g., species, physiologic status, intended use) and physical resources in appropriate learning environments.

What to look for: Documentation and analysis of caseload in the Teaching Hospital, Ambulatory/Field Service, Herd/Flock Programs, and Off-campus Facilities for the past five years; Analysis must demonstrate the availability of adequate, sustainable numbers of diseased animals to fulfill the teaching, research, and service mission. The number and variety of normal animals must be consistent with student enrollment. Assess the college response to increasing/decreasing medical resources and efforts to maximize the teaching value of each case across the curriculum. Core off-campus clinical sites must provide an appropriate learning environment.

| | | | |
|---|-------------------------------------|--------------------------|--------------------------|
| There are adequate numbers of normal and diseased animals; analysis of five-year caseload data are consistent with student enrollment . | Y | MD | N |
| | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| There is an adequate mix of domestic and exotic animal species. | Y | MD | N |
| | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| There are adequate numbers of in-hospital patients and outpatients. | Y | MD | N |
| | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

| | |
|--|--|
| There is adequate access to a reasonable number of surgical and medical patients. | Y MD N <input checked="" type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| There are adequate number of patients available for instructional purposes, either as clinical patients or provided by the institution. | Y MD N <input checked="" type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| Core off-campus clinical experiences occur in settings/field practice centers that provide: | |
| | Y MD N <input checked="" type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| Consistent and appropriate access to subject matter expertise | N/A <input type="checkbox"/> |
| | Y MD N <input checked="" type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| Adequate reference resources | N/A <input type="checkbox"/> |
| | Y MD N <input checked="" type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| Access to modern and complete clinical laboratories | N/A <input type="checkbox"/> |
| | Y MD N <input checked="" type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| Sufficient access to advanced diagnostic instrumentation and ready confirmation (including necropsy) | N/A <input type="checkbox"/> |
| | Y MD N <input checked="" type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| Appropriate numbers of adjunct faculty members. | N/A <input type="checkbox"/> |
| Students have multiple opportunities to obtain clinical experience under field conditions. | Y MD N <input checked="" type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| Students are active participants in the workup of the patient including physical diagnosis and diagnostic problem oriented decision making and client communication. | Y MD N <input checked="" type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| Practical, hands-on clinical experience accounts for over 30 per cent of the curriculum. | Y MD N <input checked="" type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |

Comments:

Students have access to a number of normal dogs owned by members of the faculty. There are no cats in the campus facilities other than those attending the small animal hospital. Cat handling is assessed using manakins, there is no live animal handling.

The number of pig and goat visits to on-campus facilities is low; however, there are other resources available to students on or around campus where students can develop necessary skills.

Students have opportunities to perform various elective surgeries during their Dick Vet GP and Inglis core rotations; however, these opportunities are limited in number (Inglis) and dependent on, for example, the general practice surgeon's preference regarding laparotomy/laparoscopy for ovario(hyster)ectomy in Dick Vet GP. Some students and alumni reported that they have had very few opportunities to gain practical surgical experience.

While Inglis does not have necropsy facilities, student have opportunities to follow small animal cases through to necropsy during core training.

The School maintains a diverse range of common exotic species and has a busy on-campus exotics service. Employers commented positively on the amount of graduate experience and their enthusiasm in working with exotic species.

Dean's Comments:

[Click here to enter text.](#)

Site Team's Assessment:

[Click here to enter text.](#)

Deficiencies (Major/Minor):

[Click here to enter text.](#)

Directives:

[Click here to enter text.](#)

Suggestions:

The School is encouraged to find a way to provide students with experience in the handling and behaviors of normal healthy cats.

The School is encouraged to identify additional opportunities for all students to undertake routine elective surgical procedures.

Commendations:

The School is commended for the provision of a diverse array of exotic species.

Additional Reporting:

[Click here to enter text.](#)

Medical records must be comprehensive and maintained in an effective retrieval system to efficiently support the teaching, research, and service programs of the college. Students should be trained in the use of an electronic medical record system.

Intent: Comprehensive, retrievable medical records are an essential instructional resource for student learning and fulfillment of the research and service mission. Although not specifically mentioned in the P&P, it is understood that the medical records include the record keeping and tracking of controlled substances. This is considered under pharmacy in Standard 3 but should be documented within this standard as well.

What to look for: Evidence of effective, retrievable medical recordkeeping across clinical service areas.

A comprehensive medical records system is maintained and kept in an effective retrieval system for major species. **Y MD N**

Students have the opportunity to learn the use of an electronic medical records system. **Y MD N**

Comments:

Click here to enter text.

Dean's Comments:

Click here to enter text.

Site Team's Assessment:

Click here to enter text.

Deficiencies (Major/Minor):

Click here to enter text.

Directives:

Click here to enter text.

Suggestions:

Click here to enter text.

Commendations:

Click here to enter text.

Additional Reporting:

Click here to enter text.

Overall, can the college be said to be in compliance with Standard 4? YES MD
NO

AVBC - Animals Resources

Normal and diseased animals of various domestic and exotic species must be available for students to develop their pre-clinical and clinical skills. This includes a sufficient, reliable supply of live animals, cadavers and teaching materials of animal origin to enable students to develop expertise in necropsy, food hygiene and veterinary public health.

The school must provide supervised access to, and hands-on experience with, a sufficient number and variety of animals of the main domestic species to ensure that students become competent in their handling and develop knowledge of their husbandry and behaviour.

Schools must demonstrate that students are competent in animal handling relevant to the workplace learning and clinical work to be undertaken. Students must be briefed on health and safety matters before beginning their placements.

Veterinary schools either maintain herds or flocks of teaching animals of the main large animal species (cattle, sheep, pigs and horses) or arrange right of use at readily accessible premises.

To ensure that students become competent in their handling and develop knowledge of their husbandry and behavior there is:

- | | | | |
|--|-------------------------------------|--------------------------|--------------------------|
| • Supervision | Y | MD | N |
| | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| • Hands-on experience | Y | MD | N |
| | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| • sufficient numbers and adequate variety of animals of the main domestic species | Y | MD | N |
| | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| • students are assessed in animal handling before commencing extramural and clinical work. | Y | MD | N |
| | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| • Students are briefed on health and safety matters before beginning their placements | Y | MD | N |
| | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| • Students receive instruction in nursing procedures in a hospital | Y | MD | N |
| | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

| | | | |
|--|-------------------------------------|--------------------------|--------------------------|
| Normal and diseased animals of various domestic and exotic species are available for students to develop their pre-clinical and clinical skills. | Y | MD | N |
| | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

| | | | |
|--|-------------------------------------|--------------------------|--------------------------|
| There is a sufficient, reliable supply of live animals, cadavers and teaching materials of animal origin to enable students to develop expertise in necropsy, food hygiene and veterinary public health. | Y | MD | N |
| | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

Comments:
Cat handling is assessed using manikins, however, live cats are not used for animal handling.

Dean's Comments:

Site Team's Assessment:
[Click here to enter text.](#)

Deficiencies (Major/Minor):
[Click here to enter text.](#)

Directives:
[Click here to enter text.](#)

Suggestions:
The School is encouraged to find a way to provide students with experiences in the handling and behaviors of normal healthy cats.

Commendations:
[Click here to enter text.](#)

Additional Reporting:

Click here to enter text.

Overall, can the college be said to be in compliance with these AVBC requirements?

Click here to enter text.

YES MD

NO

Standard 5, Information Resources

Timely access to information resources and information professionals must be available to students and faculty at core training sites. The college shall have access to the human, digital, and physical resources for retrieval of relevant veterinary and supporting literature and development of instructional materials, and provide appropriate training for students and faculty. The program must be able to demonstrate, using its outcomes assessment data, that students are competent in retrieving, evaluating, and efficiently applying information through the use of electronic and other appropriate information technologies.

The school must provide students with unimpeded access to learning resources which include scientific and other relevant literature, internet and internal study resources, and equipment for the development of procedural skills (e.g. models). It will demonstrate how the use of these resources is aligned with the pedagogical environment and learning outcomes within the programme, and have mechanisms in place to evaluate the teaching value of innovations in learning resources. (AVBC/RCVS)

Intent: Timely access to information resources and information professionals is essential to veterinary medical education, research, public service, and continuing education.

What to look for: Evidence that the college provides adequate access to the human, digital, and physical resources for students, faculty, staff, and graduate students for information retrieval and the development of instructional materials.

| | | | |
|---|-------------------------------------|--------------------------|--------------------------|
| Access to information resources for students and faculty is adequate on and off-campus. | Y | MD | N |
| | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| The qualifications of personnel who support learning and information technology resources for faculty and students are adequate. | Y | MD | N |
| | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Access to personnel who support learning and information technology resources for faculty and students is adequate. | Y | MD | N |
| | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Access to qualified personnel necessary for development of instructional materials is adequate. | Y | MD | N |
| | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| The college provides adequate access to the information technology resources necessary for development of instructional materials. | Y | MD | N |
| | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| The college provides adequate resources (training, support) for students to improve their skills in accessing and evaluating information relevant to veterinary medicine from sources in various media. | Y | MD | N |
| | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Students demonstrate skills in retrieving, evaluating, and applying information through information technologies | Y | MD | N |
| | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| The school demonstrates how the use of these resources is aligned with the pedagogical environment and learning outcomes within the programme, and has mechanisms in place to evaluate the teaching value of innovations in learning resources. | Y | MD | N |
| | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Current plans for improvement are adequate, if indicated. | Y | MD | N |
| | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

Comments:

The School continues to develop innovative teaching solutions that balance animal welfare concerns, availability of learning facilities and live animals, and necessary teaching outcomes. The Digital Education Unit, library staff, and information services staff were mentioned multiple times by students as providing excellent service. The wireless network, access to library services, and access to platforms such as LEARN were reported as reliable by students and faculty.

A single non-networked PC in the Lady Smith of Kelvin Veterinary Library hosts aspects of the Extra Mural Studies (EMS) database. This restricted access causes challenges for students, given that they need frequent access to this system. The School reports that having the EMS database available on one non-networked computer was a result of some EMS establishments historically being hesitant to have their information widely accessible.

Dean's Comments:

[Click here to enter text.](#)

Site Team's Assessment:

[Click here to enter text.](#)

Deficiencies (Major/Minor):

[Click here to enter text.](#)

Directives:

[Click here to enter text.](#)

Suggestions:

The School is encouraged to identify ways of making all EMS databases widely accessible to students.

Commendations:

[Click here to enter text.](#)

Additional Reporting:

[Click here to enter text.](#)

Overall, can the college be said to be in compliance with Standard 5?

YES MD

NO

[Click here to enter text.](#)

Standard 6, Students

The number of professional degree students, DVM or equivalent, must be consistent with the resources and the mission of the college. The program must be able to demonstrate, using its outcomes assessment data, that the resources are sufficient to achieve the stated educational goals for all enrolled students.

Intent: Accredited colleges must have sufficient resources to accommodate the number of students enrolled and meet the stated mission.

What to look for: Evidence that the facilities, number of faculty and staff, and pre-clinical/clinical resources are sufficient to meet student needs. Analyze five-year trends for enrollment, the percent minorities, and the number of students in other educational programs offered by the college.

Facilities, number of faculty and staff, and pre-clinical/clinical resources are sufficient to meet student needs.

Y MD N

Comments:

The School has no current plans to increase the number of students, and resources are adequate with some capacity for the inevitable minor fluctuations in student numbers.

Dean's Comments:

[Click here to enter text.](#)

Site Team's Assessment:

[Click here to enter text.](#)

Deficiencies (Major/Minor):

[Click here to enter text.](#)

Directives:

[Click here to enter text.](#)

Suggestions:

[Click here to enter text.](#)

Commendations:

[Click here to enter text.](#)

Additional Reporting:

[Click here to enter text.](#)

Colleges should establish post-DVM/VMD programs such as internships, residencies and advanced degrees (e.g., MS, PhD), that complement and strengthen the professional program and not adversely affect the veterinary student experience.

Intent: Post-DVM training programs and the presence of interns, residents, and graduate students enrich the learning environment for professional students.

What to look for: The number of post-DVM students over the last five years and evidence of appropriate integration of interns, residents, and graduate students into the education of professional students. On clinical rotations, there should be sufficient caseload to support the education of professional students and interns and residents with appropriate balance between professional student and intern exposure to, and opportunity to participate in, entry-level clinical skills/competencies.

College has established post-DVM/VMD programs such as internships, residencies and advanced degrees (e.g., MS, PhD), that complement and strengthen the professional program and not adversely affect the student experience.

Y MD N

Comments:

[Click here to enter text.](#)

Dean's Comments:

[Click here to enter text.](#)

Site Team's Assessment:

[Click here to enter text.](#)

Deficiencies (Major/Minor):

[Click here to enter text.](#)

Directives:

[Click here to enter text.](#)

Suggestions:

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Commendations:

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Additional Reporting:

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Student support services must be available within the college or university. These must include, but are not limited to, appropriate services to support student wellness and to assist with meeting the academic and personal challenges of the DVM program; support for students with learning or other disabilities; and support extra-curricular activities relevant to veterinary medicine and professional growth.

The college or parent institution must provide information and access to counseling services regarding financial aid, debt management, and career advising. Career advising must include selection of clinical experiences.

This shall include provision of reasonable accommodations for disabled students and support for students from nominated equity and diversity groups, consistent with all relevant disability, discrimination and/or human rights legislation.

Mechanisms must be in place by which students can convey their needs and wants to the school. (AVBC/RCVS) There must be effective mechanisms for resolution of student grievances (e.g. interpersonal conflict or harassment). (AVBC/RCVS)

Intent: To ensure student support services are readily available and adequate.

What to look for: Evidence that the college provides adequate student services for the number of students enrolled, including registration, testing, mentoring/advising, counseling (career and mental health), tutoring, services for students with disabilities, financial aid, debt management, peer assistance, and clubs and organizations.

| | | | |
|--|-------------------------------------|--------------------------|--------------------------|
| Adequate student support services are available within the college or university, including mental health counseling, career and financial advising. | Y | MD | N |
| | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Reasonable accommodation is provided for disabled students and support for students from nominated equity and diversity groups, consistent with all relevant disability, discrimination and/or human rights legislation. | Y | MD | N |
| | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| A mechanism is in place for resolution of student grievances (e.g. interpersonal conflict or harassment). | Y | MD | N |
| | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Mechanism exists for students to convey needs and wants to school. | Y | MD | N |
| | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

Comments:

The School and University provide excellent support services to students both on the Easter Bush campus, at the main University campus and also in online services. Support is readily available for students with physical disabilities, learning difficulties and hidden disabilities.

There are clubs and organized activities for students, and students have access to several meeting places within the School to enable social interaction and collaborative discussion.

Student grievances are mediated where possible through student support services.

There are multiple ways in which students can convey feedback and requests including student representation on committees, contacting the School administrators, and through discussion with their personal tutors. There are on-line and physical suggestion boxes available for students to provide input.

Dean's Comments:

[Click here to enter text.](#)

Site Team's Assessment:

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Deficiencies (Major/Minor):

[Click here to enter text.](#)

Directives:

[Click here to enter text.](#)

Suggestions:

[Click here to enter text.](#)

Commendations:

The School is commended on the support it provides to students and the care and enthusiasm of the faculty in caring for the wellbeing of the students.

Additional Reporting:

[Click here to enter text.](#)

The college must promote an inclusive institutional climate that fosters diversity within the student body, consistent with applicable law.

Intent: Accredited colleges must demonstrate through policies, procedures, and activities that a diverse student body is valued.

What to look for: Evidence that the college has policies and procedures in place that are enforced to promote diversity and inclusion within the student body.

The college has policies and procedures in place that are enforced to promote diversity within the student body.

Y MD N

Comments

The student body is diverse and the School proactively encourages inclusion and participation of all students and makes provision for reasonable adjustment for those needing assistance to fully participate in the course.

Dean's Comments:

[Click here to enter text.](#)

Site Team's Assessment:

[Click here to enter text.](#)

Deficiencies (Major/Minor):

[Click here to enter text.](#)

Directives:

[Click here to enter text.](#)

Suggestions:

[Click here to enter text.](#)

Commendations:

[Click here to enter text.](#)

Additional Reporting:

In relationship to enrollment, the colleges must provide accurate information for all advertisements regarding the educational program by providing clear and current information for prospective students. Further, printed catalog or electronic information, must state the purpose and goals of the program, provide admission requirements and procedures, state degree requirements, present faculty descriptions, provide an accurate academic calendar, clearly state information on educational cost and debt risk, for the college. The college must provide information on procedures for withdrawal including the refund of student's tuition and fees as allowable. Information available to prospective students must include relevant requirements for professional licensure.

Intent: Accredited colleges must provide accurate, complete information for recruiting purposes. The college catalog should provide accurate admission requirements and procedures, withdrawal processes, financial aid information, licensure requirements, and an accurate academic calendar.

What to look for: Evidence the college provides accurate, complete information for recruiting purposes on its web site, catalog, and advertisements covering area listed below.

| | | | |
|--|-------------------------------------|--------------------------|--------------------------|
| College provides clear and current information for prospective students. | Y | MD | N |
| | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Printed catalog or electronic information: | | | |
| States the purpose and goals of the program | Y | MD | N |
| | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Provides admission requirements and procedures | Y | MD | N |
| | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| States degree requirements | Y | MD | N |
| | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Presents faculty descriptions | Y | MD | N |
| | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| States information on tuition and fees | Y | MD | N |
| | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| States procedures for withdrawal | Y | MD | N |
| | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Gives necessary information for financial aid programs | Y | MD | N |
| | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Provides an accurate academic calendar | Y | MD | N |
| | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

| | |
|--|---|
| | Y MD N |
| Includes relevant requirements for licensure | <input checked="" type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| Includes the accreditation status of the degree course (by AVBC and other relevant accrediting bodies) | Y MD N |
| | <input checked="" type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |

Comments:
Click here to enter text.

Dean's Comments:
Click here to enter text.

Site Team's Assessment:
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Deficiencies (Major/Minor):
Click here to enter text.

Directives:
Click here to enter text.

Suggestions:
Click here to enter text.

Commendations:
Click here to enter text.

Additional Reporting:
Click here to enter text.

Each accredited college must provide a mechanism for students, anonymously if they wish, to offer suggestions, comments, and complaints regarding compliance of the college with the Standards of Accreditation. These materials shall be made available to the Council annually.

Intent: This is a USDE recognition requirement. It represents another method to help ensure that the evidence gathered for accreditation decisions is complete.

What to look for: A reasonable mechanism for students to comment anonymously regarding the college's compliance with the 11 Standards of Accreditation. If comments have been received – how has the college responded?

| | |
|---|---|
| College provides a mechanism for students, including anonymous means, if students wish, to offer suggestions, comments, and complaints regarding compliance of the college with the Standards of Accreditation. | Y MD N |
| | <input checked="" type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |

| | |
|--|---|
| Student comments have been made available to the Council annually. | Y MD N |
| | <input checked="" type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |

Comments:

Click here to enter text.

Dean's Comments:

Click here to enter text.

Site Team's Assessment:

Click here to enter text.

Deficiencies (Major/Minor):

Click here to enter text.

Directives:

Click here to enter text.

Suggestions:

Click here to enter text.

Commendations:

Click here to enter text.

Additional Reporting:

Click here to enter text.

Overall, can the college be said to be in compliance with Standard 6?

Click here to enter text.

YES MD NO

Standard 7, Admission

The college must have a well-defined and officially stated admissions policy and a process that ensures a fair and consistent assessment of applicants.

The school must have clear strategies for managing the selection of equity and diversity groups. Potential students must be advised of the demands of the veterinary course and requirements of veterinary registration boards for fitness to practise. (AVBC)

English language standards must be shown to conform to current requirements of AVBC by graduation. (AVBC)

Intent: Accredited colleges are expected to have a fair and unbiased admission policy (selection process and minimum criteria) that is clearly stated and easily accessible for prospective students.

What to look for: The admissions process should be standardized as much as possible to ensure applicants are evaluated fairly and consistently. The admissions process and minimum criteria for acceptance must be clearly stated in the college catalogue and web site.

The college has a well-defined admissions policy that is fair and unbiased:

| | Y | MD | N |
|---|-------------------------------------|--------------------------|--------------------------|
| The selection process is fair and unbiased | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Academic performance criteria indicate reasonable potential for successful completion of the professional curriculum. | Y | MD | N |
| | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| The admissions policy is clearly stated and readily accessible. | Y | MD | N |
| | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| The school has clear strategies for managing the selection of equity and diversity groups. Potential students are advised of the demands of the veterinary course and requirements of veterinary registration boards for fitness to practise. | Y | MD | N |
| | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Entry level English language standards conform to current requirements of AVBC. | Y | MD | N |
| | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

Comments:

The Admissions policy is clear and appropriate. Admissions information is clearly displayed on the School's public-facing web pages. However, information relating to Fitness to Practice (FtP) is visible only by accessing information on disability, with minimal reference to broader professionalism aspects of FtP.

Dean's Comments:

[Click here to enter text.](#)

Site Team's Assessment:

[Click here to enter text.](#)

Deficiencies (Major/Minor):

None

Directives:

None

Suggestions:

The School is encouraged to ensure that information and expectations relating to Fitness to Practice are clearly visible to all applicants.

Commendations:

[Click here to enter text.](#)

Additional Reporting:

[Click here to enter text.](#)

The policy shall provide for an admissions committee, a majority of whom shall be full-time faculty members. The committee shall make recommendations regarding the students to be admitted to the professional curriculum upon consideration of applications of candidates who meet the academic and other requirements as defined in the college's formal admission policy.

The basis for decisions on academic progression must be explicit and readily available to the students. The school must provide evidence that it has mechanisms in place to identify and provide remediation and appropriate support (including termination) for students who are not performing adequately (including areas such as: practical animal handling and client communication). (AVBC)

Intent: A properly appointed faculty committee is expected to be responsible for developing and implementing the admissions process and criteria, and making recommendations regarding the candidates admitted to college.

What to look for: The majority of the admissions committee must be full-time faculty members. Adequate training should be provided for committee members and others involved in the selection process to ensure applicants are evaluated fairly and consistently. Rotating terms for committee members is considered best practice. Recommendations for admission to the college are made by the admissions committee according to the stated criteria. The admissions committee should periodically evaluate the success of the admissions process.

| | | | |
|--|-------------------------------------|--------------------------|--------------------------|
| | Y | MD | N |
| Admission policy provides for an admissions committee. | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| | Y | MD | N |
| Majority of the admission committee are full-time faculty members. | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| | Y | MD | N |
| An adequate training program is in place to ensure the admissions process is conducted fairly and consistently for all applicants. | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| | Y | MD | N |
| Committee makes recommendations regarding the students to be admitted to the professional curriculum. | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

| | | | |
|--|-------------------------------------|--------------------------|--------------------------|
| Candidates recommended meet the academic and other requirements defined in the college's formal admission policy. | Y | MD | N |
| | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Five-year trends for applicant/position and offers made/acceptances are stable. | Y | MD | N |
| | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Five-year trends for absolute and relative student attrition are consistent with the mission of the college. | Y | MD | N |
| | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| The rules for academic progression and student exclusion are explicit and readily available to the students. | Y | MD | N |
| | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| The school has mechanisms in place to identify and provide remediation and appropriate support (including termination) for students who are not performing adequately. | Y | MD | N |
| | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| The admissions committee periodically assesses the success of the selection process to meet the mission of the college. | YES | NO | |
| | <input checked="" type="checkbox"/> | <input type="checkbox"/> | |

Comments:

The Admissions Committee oversees and reviews the admissions processes. Information on progression, exclusion and remediation are clearly available for students on the School's online learning platform; however, this information is not clearly signposted for applicants.

Dean's Comments:

[Click here to enter text.](#)

Site Team's Assessment:

[Click here to enter text.](#)

Deficiencies (Major/Minor):

None

Directives:

None

Suggestions:

The School is encouraged to clearly signpost applicants to information on progression, exclusion, remediation and maximum period of study.

Commendations:

[Click here to enter text.](#)

Additional Reporting:

[Click here to enter text.](#)

The college must demonstrate its commitment to diversity and inclusion through its recruitment and admission processes, as consistent with applicable law. The college's admissions policies must be non-discriminatory, as consistent with applicable law.

Intent: The college must demonstrate its commitment to a diverse student body through its admissions policies and procedures

What to look for: A commitment to a diverse student body, as is consistent with applicable laws

The admissions policies and procedures demonstrate a commitment to a diverse and inclusive student body **YES** **NO**

Comments:

The School has a comprehensive portfolio of widening participation initiatives, with a recent successful focus on addressing socioeconomic inequity.

The School has a robust approach to review of Multiple Mini Interview (MMI) data. The School has started to evaluate outcomes within the program for different groups of students, with an initial focus on attainment within the program for Black, Asian, and minority Ethnic (BAME) students (see Accreditation Standard 7 Admissions Presentation.pdf and 2023 scoring guidelines.pdf).

Dean's Comments:

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Site Team's Assessment:

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Deficiencies (Major/Minor):

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Directives:

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Suggestions:

The School is encouraged to extend existing review of BAME student success on the program to include other groups of students, and thus to inform admissions initiatives.

The School is encouraged to monitor numbers of applicants, MMI performance, and numbers of offers for different groups of students (e.g. gender, disability), both to ensure parity and inform future development of admissions processes.

Commendations:

The School is commended for the wide range and success of widening participation initiatives.

Additional Reporting:

[Click here to enter text.](#)

Subjects for admission must include those courses prerequisite to the professional program in veterinary medicine, as well as courses that contribute to a broad general education. The goal of pre-veterinary education shall be to provide a broad base upon which professional

education may be built, leading to lifelong learning with continued professional and personal development.

Intent: The goal of pre-veterinary education shall be to provide a broad base upon which professional education may be built, leading to lifelong learning with continued professional and personal development.

What to look for: The pre-veterinary curriculum includes requirements to prepare students for the professional curriculum, as well as a broad base for professional and personal development and lifelong learning.

Subjects for admission include courses prerequisite to the professional program in veterinary medicine. **Y MD N**

Subjects for admission include courses that contribute to a broad general education. **Y MD N**

Comments:

[Click here to enter text.](#)

Dean's Comments:

[Click here to enter text.](#)

Site Team's Assessment:

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Deficiencies (Major/Minor):

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Directives:

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Suggestions:

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Commendations:

[Click here to enter text.](#)

Additional Reporting:

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Factors other than academic achievement must be considered for admission criteria.

Intent: Effective veterinarians have a number of attributes unrelated to academic performance. Accredited colleges are required to consider other factors that contribute to the ability of their graduates to be successful members of the profession.

What to look for: Non-academic factors must be included in the selection process, for example, experience with animals and an understanding of veterinary medicine, effective interpersonal skills, leadership experience, economically disadvantaged background, etc.

| | | | |
|---|-------------------------------------|-------------------------------------|--------------------------|
| Factors other than academic achievement are considered for admission. | Y | MD | N |
| | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Selected candidates meet academic and non-academic requirements as defined in the college's formal admission policy. | Y | MD | N |
| | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Transfer policies are academically appropriate and the five year trend for admittance is reasonable based on available resources. | Y | MD | N |
| | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| | N/A | <input checked="" type="checkbox"/> | |

Comments:
 The admissions policy includes both academic and non-academic achievements. Students are not permitted to transfer onto the BVMS program from other institutions professional degree programs. However, students on the RVC gateway course are guaranteed an interview at Edinburgh.

Dean's Comments:
[Click here to enter text.](#)

Site Team's Assessment:
[Click here to enter text.](#)

Deficiencies (Major/Minor):
 None

Directives:
 None

Suggestions:
 None

Commendations:
 None

Additional Reporting:
[Click here to enter text.](#)

| | | | |
|--|-------------------------------------|--------------------------|--------------------------|
| Overall, can the college be said to be in compliance with Standard 7? | YES | MD | NO |
| | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

Supplemental Information cited:
 Accreditation Standard 7 Admissions Presentation.pdf
 2023 scoring guidelines.pdf

Standard 8, Faculty

Faculty numbers and qualifications must be sufficient to deliver the educational program and fulfill the mission of the college.

Intent: Accredited veterinary colleges must have a cohort of faculty members with the qualifications and time needed to deliver the curriculum and to meet the other needs and mission of the college.

What to look for: Evidence that the number of faculty with appropriate qualifications in each functional area are adequate to deliver the didactic and clinical curriculum and fulfill the mission of the college.

The curricular responsibilities of faculty lost over the last five years have been replaced through faculty renewal, other appropriate personnel, or mitigated by curricular change. **Y MD N**

Faculty numbers and qualifications in each functional area are sufficient to deliver the educational program and fulfill the mission of the college. **Y MD N**

Comments:

The School is well staffed, with sufficient number of qualified faculty to deliver the curriculum and goals of the School. The faculty are recognized for their quality and impact in veterinary research, as evidenced by the Research Assessment (UK) and international rankings. The faculty have a breadth and depth of expertise across the veterinary disciplines and boarded specialists lead all referral services. Delays in recruitment of staff to new positions and replacement for losses, particularly to clinical disciplines that are in high demand, are being resolved, and 12 faculty have been added since 2017. New positions have been added in ophthalmology, clinical and communication skills teaching.

Dean's Comments:

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Site Team's Assessment:

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Deficiencies (Major/Minor):

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Directives:

[Click here to enter text.](#)

Suggestions:

[Click here to enter text.](#)

Commendations:

[Click here to enter text.](#)

Additional Reporting:

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Participation in scholarly activities is an important criterion in evaluating the faculty and the college. The college must provide evidence that it utilizes a well-defined and comprehensive program for the evaluation of the professional growth, development, and scholarly activities of the faculty.

Intent: A comprehensive faculty evaluation program stimulates continuous professional development.

What to look for: Evidence that promotion and tenure policies and procedures and annual performance review process include consideration of professional growth, development, **teaching effectiveness** and scholarly activity, for example, student and peer course evaluations, publications, research funding, etc.

The college utilizes a well-defined and comprehensive program for the evaluation of professional growth, development, and scholarly activities of the faculty. **Y MD N**

Staff who participate in teaching display competence and effective teaching skills in aspects of the curriculum relevant to their teaching. **Y MD N**

Appropriate weight is assigned to teaching, research and service activities for career advancement. **Y MD N**

Comments:

Annual faculty performance reviews support academic development, and include reviews of teaching effectiveness, research and scholarly achievements, workload and adjustment of the weighting of teaching, research and service if required. Faculty are supported in managing their workload, planning and accessing opportunities for professional growth, leadership training and development relevant to their roles. Teaching effectiveness issues are managed with informal support and formal action if required. Faculty across the School reported satisfaction with their opportunities for professional advancement and the encouragement and support they receive from their supervisors and the School.

Technical and professional support staff who assist with teaching reported that their training for their roles was provided by supervisors on the job, but that they did not receive ongoing refresher training.

Dean's Comments:

Click here to enter text.

Site Team's Assessment:

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Deficiencies (Major/Minor):

Click here to enter text.

Directives:

Click here to enter text.

Suggestions:

Click here to enter text.

Commendations:

Click here to enter text.

Additional Reporting:

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Academic positions must offer the security and benefits necessary to maintain stability, continuity, and competence of the faculty.

Academic staff should have a manageable workload of teaching, research and service for academic staff is required; and they must have reasonable opportunity and resources for participation in scholarly activities. (AVBC/RCVS)

Intent: Accredited colleges must provide adequate security and benefits to maintain a stable group of core faculty to provide continuity and assure ongoing faculty competence.

What to look for: Evidence that security and benefits are adequate to attract and retain competent faculty, for example, competitive salary and benefit packages, adequate start-up funds, support for professional activities, such as, scientific meetings, invited presentations, sabbatical leave, development in methods of effective teaching.

| | |
|--|--|
| | Y MD N |
| Faculty turnover the last five years is within normal limits (typically ≤ 10%). | <input checked="" type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| Adequate professional development opportunities are available for faculty growth. | Y MD N <input checked="" type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| Academic positions offer adequate security and benefits to attract and retain qualified faculty. | Y MD N <input checked="" type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| Academic staff have a manageable workload of teaching, research and service for academic staff is required; and they must have reasonable opportunity and resources for participation in scholarly activities. | Y MD N <input checked="" type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| There is a well-defined and comprehensive program for the professional growth and development of staff. | Y MD N <input checked="" type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| | Y MD N |
| There are clear, explicit, and defined promotion criteria. | <input checked="" type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |

Comments:

The School has a stable, productive faculty who demonstrate high levels of commitment to teaching and student support and are engaged with the School’s mission and goals. Promotion criteria and processes are clear, understood, and faculty receive effective support from their supervisor and the School for promotion applications.

Scholarship and research opportunities, funding and support are provided for veterinary continuing professional development (CPD), conference attendance, sabbatical, and other forms of

professional development. Faculty and technical staff are able to access training and development relevant to their roles.

Faculty and professional staff report high levels of satisfaction with the School culture, working climate, and have confidence in their supervisors and the School leadership team. Staff feedback is regularly gathered, through staff surveys, meetings, and informal discussions, and it is shared and used to identify and address issues that impact faculty and staff work.

While the School has been successful in attracting excellent faculty, it is encountering difficulties in recruitment of specialists with requests for greater remuneration flexibility, relative to market, particularly for disciplines in highest demand.

Dean's Comments:

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Site Team's Assessment:

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Deficiencies (Major/Minor):

[Click here to enter text.](#)

Directives:

[Click here to enter text.](#)

Suggestions:

[Click here to enter text.](#)

Commendations:

The School has a supportive working climate that enables faculty and staff achievement.

Additional Reporting:

[Click here to enter text.](#)

The college must cultivate a diverse faculty through its hiring policies and retention practices, consistent with applicable law. The college must demonstrate its ongoing efforts to achieve parity in advancement opportunities and compensation.

Intent: Accredited colleges must demonstrate a commitment to diversity among the faculty.

What to look for: Policies and procedures in recruiting and retention activities that promote a diverse faculty.

The college demonstrates that it values faculty diversity through its recruitment and retention policies. **Y MD N**

Comments:

Gender equity in promotion outcomes and gender gaps in remuneration are tracked and are being addressed by the School. The School has received the Athena Swan Silver Award with 35% female professoriate and 50% female at the associate professor level. Faculty were appreciative of flexible

working arrangements for those with caregiver responsibilities, tailored support for return to work after parental leave and a on-campus, privately operated childcare center.

The University has programs to support recruitment and participation of diverse faculty. The School has identified the need for greater faculty diversity and it informally supports faculty who have cultural, linguistic, and other forms of diversity; however, data on their career progress is not available.

Dean's Comments:

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Site Team's Assessment:

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Deficiencies (Major/Minor):

[Click here to enter text.](#)

Directives:

[Click here to enter text.](#)

Suggestions:

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Commendations:

[Click here to enter text.](#)

Additional Reporting:

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Part-time faculty, residents, and graduate students may supplement the teaching efforts of the full-time permanent faculty if appropriately integrated into the instructional program.

Intent: To ensure adequate full-time, permanent faculty members are present to effectively supervise teaching assignments of part-time faculty, residents, and interns. Whereas colleges may need to engage part-time faculty or locums for didactic teaching or clinical rotations, to meet curricular objectives, it is important to assess plans for hiring permanent faculty to provide this instruction, especially in core disciplines, so that there is stability so students have regular access to this disciplinary expertise.

What to look for: Evidence that full-time, permanent faculty provide adequate supervision of part-time faculty, residents, and interns. If part-time faculty are used, evidence that there is stability/consistency of curricular contributions and that there are plans to replace these faculty with permanent faculty. If residents and graduate students are used in instruction of professional students, evidence that they are appropriately mentored in effective teaching and not solely responsible for student grades for didactic and clinical courses/rotations.

Full-time, permanent faculty ensure supplementary teaching efforts by part-time faculty, residents, and graduate students are appropriately integrated into the instructional program. **Y MD N**

The amount of the core curriculum delivered by part-time faculty does not impact the effectiveness or quality of the educational program and that student access to this disciplinary expertise is not compromised.

Y MD N

Comments:

The supplementary teaching contributions of part-time and research-intensive staff are integrated, and residents receive formal training and coaching for their roles in teaching.

Dean's Comments:

[Click here to enter text.](#)

Site Team's Assessment:

[Click here to enter text.](#)

Deficiencies (Major/Minor):

[Click here to enter text.](#)

Directives:

[Click here to enter text.](#)

Suggestions:

[Click here to enter text.](#)

Commendations:

[Click here to enter text.](#)

Additional Reporting:

[Click here to enter text.](#)

Overall, can the college be said to be in compliance with Standard 8?

YES MD

NO

[Click here to enter text.](#)

Standard 9, Curriculum

The curriculum shall extend over a period equivalent to a minimum of four academic years, including a minimum of one academic year of hands-on clinical education. The curriculum and educational process should initiate and promote lifelong learning in each professional degree candidate.

Intent: Adequate coverage of the material necessary to educate a competent veterinarian requires a minimum of four academic years, including at least one academic year of hands-on clinical education.

What to look for: The curriculum extends an equivalent of four academic years, including a minimum of one academic year of hands-on, clinical education.

The curriculum extends an equivalent of four academic years; including a minimum of one academic year of hands-on, clinical education.

Y MD N

Comments:

The final year for both the 5- and 4-year programs is a hands-on clinical year comprising 23 weeks of core rotations and 4 x 2-week selective rotations. Skills in reflection and lifelong learning are promoted through the use of reflective writing and action planning within the portfolio, supported by use of a skills matrix and discussion with personal tutors.

Dean's Comments:

[Click here to enter text.](#)

Site Team's Assessment:

[Click here to enter text.](#)

Deficiencies (Major/Minor):

[Click here to enter text.](#)

Directives:

[Click here to enter text.](#)

Suggestions:

[Click here to enter text.](#)

Commendations:

[Click here to enter text.](#)

Additional Reporting:

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The curriculum in veterinary medicine is the purview of the faculty of each college, but must be managed centrally based upon the mission and resources of the college. There must be sufficient flexibility in curriculum planning and management to facilitate timely revisions in response to emerging issues, and advancements in knowledge and technology. The curriculum must be guided by a college curriculum committee. The curriculum as a whole must be reviewed at least

every seven (7) years. The majority of the members of the curriculum committee must be full-time faculty. Curriculum evaluations should include the gathering of sufficient qualitative and quantitative information to ensure the curriculum content provides current concepts and principles as well as instructional quality and effectiveness.

Intent: The curriculum must be established by a competent faculty and managed centrally by the dean’s office in conjunction with an appropriately configured faculty curriculum committee according to the stated mission of the college. The curriculum requires regular review and management by the curriculum committee based on the collection and analysis of sufficient qualitative and quantitative evidence.

What to look for: The curriculum is regularly reviewed and managed by an appropriately configured faculty curriculum committee (e.g., staggered terms of appointment or rotating membership). A holistic review of the curriculum that has occurred within the last seven years or is currently in review. This does not require the curriculum to be revised, but that all facets of the curriculum, as one unit, reviewed. Curricular review should include the collection and analysis of sufficient qualitative and quantitative data to ensure curricular revisions promote instructional quality and effectiveness and include current concepts and principles necessary to meet societal needs.

The majority of the members of the curriculum committee are full-time faculty and it includes student representatives. Y MD N

The curriculum is regularly reviewed and managed (revised), as indicated, by the dean’s office in conjunction with an appropriately configured college curriculum committee. Y MD N

The school demonstrates that it has a viable program for development of expertise in tertiary teaching theory/practice for all teachers. Y MD N

Adequate process for assessing curricular overlaps, redundancies, omissions. Y MD N

The curriculum, as a whole, has been reviewed within the last seven years. Y MD N

Comments:

The curriculum is owned by the School’s Learning and Teaching Committee (L&T). This committee can approve minor changes; major changes require approval by the Board of Studies, and some major changes may require additional approval by the College Undergraduate Studies Committee. The L&T Committee comprises full-time faculty members and student representation. Curricular review data additionally includes mid- and post-course evaluation, external examiner reports, and survey data, including National Student Survey and post-graduation surveys. The committee has clear links to the Student-Staff Liaison Committee (SSLC), with the manager of the Veterinary Teaching Organization taking responsibility for reporting any items that need consideration from the SSLC to the L&T Committees. There is additional, independent annual review of the program through the School Quality Enhancement Committee, reports from which are a standing item on the L&T agenda. Changes to the curriculum, such as introduction of immersive simulation teaching, are implemented on a rolling basis, with attention paid to piloting and evaluation of new initiatives. Curriculum review was initiated prior to the pandemic and has led to

the introduction of two significant changes: a new Transitions Course in Year 1 to support the students in their transition to university study (to be introduced in 23-24), and a new series of Synoptic Problems and Cases (SPACES) (piloted in 2022-23, for introduction in 23-24). Basic mandatory training in teaching is part of induction for all new academic staff members, residents and interns. Teaching development is discussed both at annual review and biannual peer review of teaching.

There is extensive access to further training through local workshops, a centrally-run PGCert in Academic Practice, and support for alternate routes to Associate and Fellowship status of the Higher Education Academy; however, engagement with these is encouraged rather than mandated. Achievement of Principle Fellowship of the Higher Education Academy is expected for promotion to Professor on the teaching-focused pathway. Professional Services staff (including clinical nurses) have not all received training in teaching.

Dean's Comments:

[Click here to enter text.](#)

Site Team's Assessment:

[Click here to enter text.](#)

Deficiencies (Major/Minor):

None

Directives:

None

Suggestions:

The School is encouraged to ensure that all staff involved in teaching (including professional services and nursing staff) are appropriately trained in teaching.

Commendations:

The curriculum team is commended for their evidence-based approach to innovation within the curriculum, for example the introduction of immersive simulation.

Additional Reporting:

[Click here to enter text.](#)

The curriculum must provide:

- a. an understanding of the central biological principles and mechanisms that underlie animal health and disease from the molecular and cellular level to organismal and population manifestations.***
- b. scientific, discipline-based instruction in an orderly and concise manner so that students gain an understanding of normal function, homeostasis, pathophysiology, mechanisms of health/disease, and the natural history and manifestations of important animal diseases, both domestic and foreign.***

- c. instruction in both the theory and practice of medicine and surgery applicable to a broad range of species. The instruction must include principles and hands-on experiences in physical and laboratory diagnostic methods and interpretation (including diagnostic imaging, diagnostic pathology, and necropsy), disease prevention, biosecurity, therapeutic intervention (including surgery), and patient management and care (including intensive care, emergency medicine and isolation procedures) involving clinical diseases of individual animals and populations. Instruction should emphasize problem solving that results in making and applying medical judgments.**
- d. instruction in the principles of epidemiology, zoonoses, food safety, the interrelationship of animals and the environment, and the contribution of the veterinarian to the overall public and professional healthcare teams.**
- e. opportunities for students to learn how to acquire information from clients (e.g. history) and about patients (e.g. medical records), to obtain, store and retrieve such information, and to communicate effectively with clients and colleagues.**
- f. opportunities throughout the curriculum for students to gain an understanding of professional ethical, legal, economic, and regulatory principles related to the delivery of veterinary medical services; personal and business finance and management skills; and gain an understanding of the breadth of veterinary medicine, career opportunities and other information about the profession.**
- g. Opportunities throughout the curriculum for students to gain and integrate an understanding of the important influences of diversity and inclusion in veterinary medicine, including the impact of implicit bias related to an individual’s personal circumstance on the delivery of veterinary medical services**
- h. knowledge, skills, values, attitudes, aptitudes and behaviors necessary to address responsibly the health and well-being of animals in the context of ever-changing societal expectations.**
- i. fair and equitable assessment of student progress. The grading system for the college must be relevant and applied to all students in a fair and uniform manner.**

Intent: Accredited veterinary colleges must prepare entry level veterinarians with sufficient understanding of basic biomedical sciences, clinical sciences, and effective clinical and professional skills to meet societal needs.

What to look for: Evidence that the curriculum provides all the curricular elements listed in the standard.

| | | | |
|---|-------------------------------------|--------------------------|--------------------------|
| Stated curricular objectives (learning outcomes) are appropriate and clearly integrated into individual courses , and | Y | MD | N |
| | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| • underpin and ensure the effective alignment of all content, teaching, learning and assessment activities of the degree program; | Y | MD | N |
| | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| • form the basis for explicit statements of the objectives and learning outcomes of individual units of study; | Y | MD | N |
| | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| • are communicated to staff and students | Y | MD | N |
| | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

| | |
|---|--|
| <ul style="list-style-type: none"> are reviewed, managed and updated to ensure they remain relevant, adequate and are effectively achieved. | Y MD N <input checked="" type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| The curricular digest indicates courses and rotations as a whole provide appropriate rigor and sequence to meet curricular objectives and the mission of the college. | Y MD N <input checked="" type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| Curricular changes since the last accreditation site visit reflect appropriate curricular review and management. | Y MD N <input checked="" type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| Self-identified curricular weaknesses have been or are being addressed by the curriculum committee in a timely manner. | Y MD N <input checked="" type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| Preceptor and externship programs are effectively managed and evaluated by faculty to ensure educational objectives are met. | Y MD N <input checked="" type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| Curriculum content provides current concepts and principles that underlie animal health and disease. | Y MD N <input checked="" type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| Curriculum covers mechanisms from the molecular and cellular level to organismal and population manifestations. | Y MD N <input checked="" type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| Evidence of students' understanding of normal function, homeostasis, pathophysiology, mechanisms of health/disease, and the natural history and manifestations of important domestic animal diseases is adequate. | Y MD N <input checked="" type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| Evidence of students' understanding of normal function, homeostasis, pathophysiology, mechanisms of health/disease, and the natural history and manifestations of important foreign animal diseases is adequate. | Y MD N <input checked="" type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| Curricular delivery is rooted in scientific, discipline-based instruction. | Y MD N <input checked="" type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| Evidence of high quality and effective instruction in theory and practice of medicine and surgery applicable to a broad range of species is adequate. | Y MD N <input checked="" type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| Instruction includes principles and hands-on experience in physical and laboratory diagnostic methods and interpretation (including diagnostic imaging, diagnostic pathology, and necropsy). | Y MD N <input checked="" type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| Instruction includes principles and hands-on experience in disease prevention. | Y MD N <input checked="" type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| Instruction includes principles and hands-on experience in biosecurity. | Y MD N <input checked="" type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| Instruction includes principles and hands-on experience in therapeutic intervention (including surgery). | Y MD N <input checked="" type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| Instruction includes patient management and care (including intensive care, emergency medicine and isolation procedures). | Y MD N <input checked="" type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| Instruction includes principles and hands-on experience involving clinical diseases of individual animals and populations. | Y MD N <input checked="" type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |

| | | | |
|---|-------------------------------------|--------------------------|--------------------------|
| Instruction emphasizes problem-solving that results in making and applying medical judgments. | Y | MD | N |
| | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Instruction includes principles of epidemiology, zoonoses, food safety, the interrelationship of animals and the environment, and the contribution of the veterinarian to the overall public and professional healthcare teams. | Y | MD | N |
| | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Instruction allows for opportunities for students to learn how to acquire information from clients (e.g. history) and about patients (e.g. medical records). | Y | MD | N |
| | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Instruction allows for opportunities to obtain, store and retrieve medical records information, and to communicate effectively with clients and colleagues. | Y | MD | N |
| | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Opportunities are available throughout the curriculum for students to gain an understanding of professional ethical, legal, economic, and regulatory principles related to the delivery of veterinary medical services; personal and business finance and management skills; and gain an understanding of the breadth of veterinary medicine, career opportunities, and other information about the profession. | Y | MD | N |
| | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Opportunities are available throughout the curriculum for students to gain an understanding of the influence of diversity and inclusion in veterinary medicine, and the impact of implicit bias related to personal circumstance in the delivery of veterinary medical services. | Y | MD | N |
| | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Opportunities are available throughout the curriculum for students to gain an understanding of the breadth of veterinary medicine, career opportunities and other information about the profession. | Y | MD | N |
| | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Curriculum provides for knowledge, skills, values, attitudes, aptitudes and behaviors necessary to address responsibly the health and well-being of animals in the context of ever-changing societal expectations. | Y | MD | N |
| | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Assessment of student progress is fair and equitable. | Y | MD | N |
| | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| <i>Adequate procedures in place to uphold academic standards.</i> | Y | MD | N |
| | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| The grading system is relevant and applied to all students in a fair and uniform manner. | Y | MD | N |
| | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

Comments:

The curriculum is clearly outlined to students, and is founded on strong scientific principles. All required elements are included. There is a clear emphasis on biosecurity throughout the program.

Curriculum mapping software (COM:MAND) is used to map both teaching and assessment to Day One Competences (including AVMA competencies); reporting options within the software enable gaps to be clearly identified.

Individual Learning Outcomes (ILOs) are available at course and session level; however, ILOs are not always written in a style that follows good practice (e.g., use of appropriate verbs).

Off-site core rotations are appropriately managed and quality assured by School academic staff and the Quality Assurance Committee.

The rotation structure means that there is a current focus on referral level work, particularly in small animal rotations. Whilst the Inglis rotation provides invaluable opportunities, students have limited other opportunities to explore approaches for delivering primary care across a broad spectrum of client and contextual considerations (including financial constraints). Whilst all students have core rotations at Inglis and Dick Vet GP practices, hands-on opportunities for routine surgical procedures are limited and inconsistent (see comments in Standard 4). Despite the large size of the farm animal practice, the proportion of farm animal rotation time spent on ambulatory visits is limited in both core and selective rotations.

Dean's Comments:

[Click here to enter text.](#)

Site Team's Assessment:

[Click here to enter text.](#)

Deficiencies (Major/Minor):

[Click here to enter text.](#)

Directives:

[Click here to enter text.](#)

Suggestions:

The School is encouraged to undertake a review of course Individual Learning Outcomes to ensure they are written in accordance with established best practice.

The School is encouraged to identify additional opportunities for spectrum of care focused teaching and practice opportunities.

The School is encouraged to identify ways of increasing students' involvement in routine farm animal ambulatory work.

Commendations:

The School is commended for the emphasis on biosecurity training throughout the program.

Additional Reporting:

[Click here to enter text.](#)

Overall, can the college be said to be in compliance with Standard 9?

YES MD NO

[Click here to enter text.](#)

RCVS/AVBC - Veterinary Food Hygiene/Public Health

The Curriculum should include the following:

- *entry level capability (to OIE standards) in preventive medicine/epidemiology, zoonoses, food safety and hygiene, regulation of animals and animal products, and management of the interrelationship of animals and the environment. This training must include experience in abattoirs.*

Intent: The training must ensure that each student understands the fundamentals of veterinary public health, food science and modern food technology, the scientific basis of the relationship between food and human health, and the factors underlying the quality of hygiene (of food and the environment).

Study programmes should therefore build on a sound knowledge in the field of veterinary public health/food hygiene so that students would:

- | | | |
|---|---|---------------------------------------|
| • know how to carry out ante-mortem inspection on farm or in the abattoir and assess the welfare of the animals concerned. | YES <input checked="" type="checkbox"/> | NO <input type="checkbox"/> |
| • be familiar with veterinary public health and the respective legal regulations. | YES <input checked="" type="checkbox"/> | NO <input type="checkbox"/> |
| • understand post-mortem inspection and possess basic practical skills within the food production business and inspection requirements. | YES <input checked="" type="checkbox"/> | NO <input type="checkbox"/> |
| • understand the importance of risk-based monitoring of the processes (HACCP concept). These tasks require a sound knowledge of the pathology, microbiology, parasitology, pharmacology and toxicology of food animals, of epidemiology and of the legal requirements, allowing them to ensure public health and report back along the food chain to the farmer and to the Competent Authority. | YES <input checked="" type="checkbox"/> | NO <input type="checkbox"/> |
| • interpret the information returned by the Food Business Operator to the farm so as to benefit production, animal welfare and public health. | YES <input checked="" type="checkbox"/> | NO <input type="checkbox"/> |
| • acquire an acceptable knowledge of the principals of Food Hygiene. | YES <input checked="" type="checkbox"/> | NO <input type="checkbox"/> |

The veterinary food hygiene/public health subjects must include:

- | | | |
|---|---|---------------------------------------|
| • Inspection and control of animal foodstuffs or foodstuffs of animal origin and of the respective feed-stuff production units, | YES <input checked="" type="checkbox"/> | NO <input type="checkbox"/> |
| • Food hygiene and technology, | YES <input checked="" type="checkbox"/> | NO <input type="checkbox"/> |
| • Food Science including legislation, | YES <input checked="" type="checkbox"/> | NO <input type="checkbox"/> |
| • Practical work (including practical work in places where slaughtering and processing of foodstuffs take place). | YES <input checked="" type="checkbox"/> | NO <input type="checkbox"/> |

Intent: Practical training must familiarize students with the concepts of Food Business audit especially with regard to food of animal origin at various stages in the food chain, particularly in slaughterhouses. Students should develop Day-1 competences in the interpretation of food chain information, ante-mortem inspection and post-mortem inspection and be capable of being trained as official veterinarians by the Competent Authority.

The training must take place in groups that are small enough to ensure that all students are able to gain hands-on experience.

It should also give students the opportunity to monitor units involved in the production, processing, distribution and consumption of foodstuffs.

Extramural instruction in the training in veterinary public health and food hygiene may be used so long as it properly supervised.

| | | |
|---|---|---------------------------------------|
| Curriculum provides for practical training on the concepts of Food Business audit. | YES <input checked="" type="checkbox"/> | NO <input type="checkbox"/> |
| Instruction in food chain interpretation, ante-mortem inspection, and post-mortem inspection is provided. | YES <input checked="" type="checkbox"/> | NO <input type="checkbox"/> |
| Training is provided in appropriately sized groups. | YES <input checked="" type="checkbox"/> | NO <input type="checkbox"/> |
| Opportunities are provided for students to monitor units involved in the production, processing, distribution, and consumption of foodstuffs. | YES <input checked="" type="checkbox"/> | NO <input type="checkbox"/> |
| Extramural training provided in veterinary public health and food hygiene is properly supervised. | YES <input checked="" type="checkbox"/> | NO <input type="checkbox"/> |

Comments:

Veterinary Public Health teaching is prioritised throughout all years of the programmes. All students attend practical teaching in the abattoir setting during final year rotations, and additionally have access to the Virtual Slaughterhouse resource developed during the pandemic.

Dean's Comments:

Click here to enter text.

Site Team's Assessment:

Click here to enter text.

Deficiencies (Major/Minor):

Click here to enter text.

Directives:

Click here to enter text.

Suggestions:

Click here to enter text.

Commendations:

The School is commended for the development of the Virtual Slaughterhouse.

Additional Reporting:

Click here to enter text.

Extra Mural Studies (EMS or Workplace Learning)

Workplace learning placements must have learning outcomes that contribute to the attainment of graduate attributes with associated assessments. Mechanisms to allow workplace learning providers to critique the workplace learning program are required. Academic staff must be responsible for the overall supervision of all types of workplace learning. The School must have processes for liaison with workplace learning providers and ensuring that all students secure required placements. Mechanisms must be in place to allow EMS providers to critique the EMS program.

The School must provide workplace learning opportunities in animal husbandry practical work to develop students' competence in animal management and understanding farm systems. Preclinical training in animal husbandry can include working with domesticated and non-domesticated animals.

The clinical teaching program must be supported by extramural clinical activities in which students actively participate in the workup, management and treatment of patients. (AVBC) EMS must be an integral and structured part of the education and training of veterinary students. Veterinary schools must demonstrate how it is incorporated in the curriculum.

Evidence must be provided that extramural farm animal husbandry practical work is used within the curriculum to complement intramural studies to support students' attainment of comprehensive understanding of livestock and farm systems.

Intra-mural core teaching must be supported by extramural clinical studies.

There must be a system in place to enable EMS providers to provide feedback to the school on the performance of students during EMS and on the EMS programme.

There must be a member of the academic staff responsible for the overall supervision of all types of EMS, including liaison with EMS providers and ensuring all students secure required placements.

The school must have mechanisms in place to support students to take responsibility for their own learning during EMS, including preparing for placements, setting learning objectives in consultation with tutors, providing guidance on EMS from the university and RCVS, and maintaining a reflective log of their EMS experience. (RCVS)

| | | | |
|---|-------------------------------------|--------------------------|--------------------------|
| EMS is integral to the curriculum. | Y | MD | N |
| | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| EMS is well structured. | Y | MD | N |
| | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| There is evidence of attainment of comprehensive understanding of livestock and farm systems. | Y | MD | N |
| | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Evidence is provided that clinical teaching is supported by extramural clinical studies. | Y | MD | N |
| | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

| | | | |
|--|-------------------------------------|--------------------------|--------------------------|
| Evidence is provided that in clinical EMS, students actively participate in patient diagnosis and treatment. | Y | MD | N |
| | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| EMS providers assess the performance of students during EMS. | Y | MD | N |
| | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| EMS providers report on the EMS system. | Y | MD | N |
| | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| A member of the academic staff supervises all EMS. | Y | MD | N |
| | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

Comments:

The EMS team works closely together to ensure that all of the organizational and educational requirements for EMS are met. The EMS reports provide evidence of detailed engagement in Animal Husbandry EMS experiences. Students are encouraged to plan their EMS learning with reference to meeting their personal learning needs and the School’s Clinical Skills Matrix. Up to 6 weeks of “observational” EMS is permitted as part of the 26-week total, facilitating attendance at EMS prior to related practical skill teaching. The Student Research Component can be counted for up to 10 weeks of EMS.

Dean’s Comments:

[Click here to enter text.](#)

Site Team’s Assessment:

[Click here to enter text.](#)

Deficiencies (Major/Minor):

[Click here to enter text.](#)

Directives:

[Click here to enter text.](#)

Suggestions:

The School is encouraged to consider how students who undertake 6 weeks of observational EMS and 10 weeks of research EMS are supported to ensure that their remaining EMS experience is optimized to support their practical and clinical skill development.

Commendations:

None

Additional Reporting:

[Click here to enter text.](#)

| | | | |
|--|-------------------------------------|--------------------------|--------------------------|
| Overall, can the college be said to be in compliance with these AVBC/RCVS requirements? | YES | MD | NO |
| | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

Click here to enter text.

AVMA Standard 10, Research Programs (AVBC/RCVS Standard 11– Research Programs, Continuing and Higher Degree Education)

The college must maintain substantial research activities of high quality that integrate with and strengthen the professional program. The college must demonstrate continuing scholarly productivity and must provide opportunities for any interested student in the professional veterinary program to be exposed to or participate in on-going high-quality research. All students must receive training in the principles and application of research methods and in the appraisal and integration of research into veterinary medicine and animal health.

Intent: The research standard serves to ensure student exposure to performance of high quality research and ability to acquire, evaluate, and use new knowledge. The development and maintenance of a community of scholars enhances the educational experience for students. DVM students must be introduced to how new knowledge is developed and disseminated and have access to participation in coursework and career development in research.

What to look for: The existence of a college research program that is adequate in scope and quality to expose students to high quality research. Examples of learning objectives may include acquisition and evaluation of scientific literature, experimental and non-experimental design, critical analysis of data, scientific writing including writing of research proposals and submission of manuscripts for publication, and hands-on experience in bench, clinical, or field research.

| | | | |
|---|-------------------------------------|--------------------------|--------------------------|
| Objective metrics indicate substantial, high quality level of faculty research activity, for example: | Y | MD | N |
| | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Number of individual faculty members within each department involved in research (total research FTE) | YES | NO | |
| | <input checked="" type="checkbox"/> | <input type="checkbox"/> | |
| Number of publications in refereed scientific journals, book chapters, case-reports | YES | NO | |
| | <input checked="" type="checkbox"/> | <input type="checkbox"/> | |
| Regular participation and presentation of original research in scientific meetings, poster sessions, publication of abstracts | YES | NO | |
| | <input checked="" type="checkbox"/> | <input type="checkbox"/> | |
| Involvement in external research panels, commissions, and advisory or editorial boards | YES | NO | |
| | <input checked="" type="checkbox"/> | <input type="checkbox"/> | |
| Number and amount of competitive, extramural research funding | YES | NO | |
| | <input checked="" type="checkbox"/> | <input type="checkbox"/> | |
| National and international research awards received. | YES | NO | |
| | <input checked="" type="checkbox"/> | <input type="checkbox"/> | |
| DVM program learning objectives demonstrate emphasis on which of the following: | YES | NO | |
| Acquisition and evaluation of scientific literature | <input checked="" type="checkbox"/> | <input type="checkbox"/> | |
| Experimental and non-experimental research design | YES | NO | |
| | <input checked="" type="checkbox"/> | <input type="checkbox"/> | |

| | | | |
|---|-------------------------------------|--------------------------|--------------------------|
| | YES | NO | |
| Critical analysis of data | <input checked="" type="checkbox"/> | <input type="checkbox"/> | |
| | YES | NO | |
| Scientific writing. | <input checked="" type="checkbox"/> | <input type="checkbox"/> | |
| Students have had opportunities to do which of the following: | | | |
| | YES | NO | |
| Write research proposals | <input checked="" type="checkbox"/> | <input type="checkbox"/> | |
| | YES | NO | |
| Submit manuscripts for publication | <input checked="" type="checkbox"/> | <input type="checkbox"/> | |
| | YES | NO | |
| Hands-on experience in bench, clinical, or field research | <input checked="" type="checkbox"/> | <input type="checkbox"/> | |
| | YES | NO | |
| Interaction with graduate students. | <input checked="" type="checkbox"/> | <input type="checkbox"/> | |
| | YES | NO | |
| Evidence that students learn to acquire, evaluate, and use new knowledge. | <input checked="" type="checkbox"/> | <input type="checkbox"/> | |
| | YES | NO | |
| Evidence of student involvement in research after graduation. | <input checked="" type="checkbox"/> | <input type="checkbox"/> | |
| | Y | MD | N |
| Adequate student exposure to performance of high quality research. | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

Comments:

The School has a strong research program with high-quality research outcomes.

The School maintains their commitment to teaching research principles and practices through integration of these training elements into the curriculum across multiple years through the Student Research Component (SRC). Students who are completing their required SRC can be accommodated either at the R(D)SVS or the Roslin Institute. Student projects cover a wide variety of research areas, extending from literature reviews, bench research, and clinical research opportunities. The School has also recently engaged with Inspire initiatives where women working across the Easter Bush campus in a variety of science roles are helping to raise awareness and aspirations of young women regarding a career in science. Students with a more robust interest in research can also undertake projects during EMS experiences, and/or intercalate in a BSc degree. Roslin Institute staff are highly engaged and invested in the training of veterinary students.

Dean's Comments:

[Click here to enter text.](#)

Site Team's Assessment:

[Click here to enter text.](#)

Deficiencies (Major/Minor):

Click here to enter text.

Directives:

Click here to enter text.

Suggestions:

Click here to enter text.

Commendations:

The School is commended on the quality and breadth of its research and the opportunities afforded to students for research.

Additional Reporting:

Click here to enter text.

Overall, can the college be said to be in compliance with Standard 10?

YES MD

NO

Click here to enter text.

All students must be trained in scientific method and research techniques relevant to evidence-based veterinary medicine.

Veterinary schools must provide advanced postgraduate degree programs, internships, residencies and continuing education programs that complement and strengthen the veterinary degree program and are relevant to the needs of the profession and community. Programs and the numbers of students in them must be commensurate with the facilities, clinical and other resources and staff.

This standard covers all training provided by the veterinary school other than the registerable veterinary degree such as postgraduate coursework, PhD courses, research training programs, and training for the Australian and New Zealand College of Veterinary Scientists examinations or similar examinations run by the European or American Colleges related to specialist qualifications.

Students are trained in scientific method and research techniques relevant to evidence-based veterinary medicine.

Y MD N

Provides adequate:

- advanced postgraduate degree programs,

Y MD N

- internships and residencies

Y MD N

Continuing education programs

- complement and strengthen the veterinary degree program and
- are relevant to the needs of the profession and community.

Programs and the numbers of students in them are commensurate with the facilities, clinical and other resources and staff.

| | | |
|-------------------------------------|--------------------------|--------------------------|
| Y | MD | N |
| <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Y | MD | N |
| <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Y | MD | N |
| <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

Comments:

Students receive training in Evidence-based Veterinary Medicine (EBVM) through a year 2 theoretical course and a final year EBVM task. The School provides a comprehensive range of internships and residencies, with residencies recently aligned with the DVetMed programme. There is a standardized approach to management of the large portfolio of postgraduate programmes. CPD for local practitioners and veterinary nurses is provided through monthly clinical clubs.

Dean's Comments:

[Click here to enter text.](#)

Site Team's Assessment:

[Click here to enter text.](#)

Deficiencies (Major/Minor):

None

Directives:

[Click here to enter text.](#)

Suggestions:

None

Commendations:

The School is commended on the introduction of the DVetMed programme to enable a standardized system for residency training across a wide range of disciplines.

Additional Reporting:

[Click here to enter text.](#)

Overall, can the college be said to be in compliance with these AVBC/RCVS requirements?

[Click here to enter text.](#)

| | | |
|-------------------------------------|--------------------------|--------------------------|
| YES | MD | NO |
| <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

AVMA Standard 11, Outcomes Assessment (AVBC/RCVS Standard 12)

Outcomes of the veterinary medical degree program must be measured, analyzed, and considered to improve the program. New graduates must have the basic scientific knowledge, skills, and values to provide entry-level health care, independently, at the time of graduation. Student achievement must be included in outcome assessment. Processes must be in place to remediate students who do not demonstrate competence in one or more of the nine competencies.

The college should have in place a system to gather outcomes data on recent graduates to ensure that the competencies and learning objectives in the program result in relevant entry level competencies.

The college must have processes in place whereby students are observed and assessed formatively and summatively, with timely documentation to assure accuracy of the assessment for having attained each of the following competencies:

- 1. comprehensive patient diagnosis (problem solving skills), appropriate use of diagnostic testing, and record management***
- 2. comprehensive treatment planning including patient referral when indicated***
- 3. anesthesia and pain management, patient welfare***
- 4. basic surgery skills and case management***
- 5. basic medicine skills and case management***
- 6. emergency and intensive care case management***
- 7. understanding of health promotion, and biosecurity, prevention and control of disease including zoonosis and principles of food safety***
- 8. ethical and professional conduct; communication skills including those that demonstrate an understanding and sensitivity to how clients' diversity and individual circumstance can impact health care***
- 9. critical analysis of new information and research findings relevant to veterinary medicine***

The Council on Education expects that 80% or more of each college's graduating senior students sitting for the NAVLE will have passed at the time of graduation.*

The school must provide evidence that all of its graduates have (or for a new school, will have) achieved the level of competence required of an entry-level veterinarian (AVBC Attributes of Veterinary Graduates and RCVS Day 1 competences) and the program's stated learning outcomes. Direct observation to assess student competence in relevant skills must be used widely. (RCVS/AVBC)

****Colleges that do not meet this criterion will be subjected to the following analysis. The Council will calculate a 95% exact binomial confidence interval for the NAVLE scores for colleges whose NAVLE pass rate falls below 80%. Colleges with an upper limit of an exact 95% binomial confidence interval less than 85% for two successive years in which scores are available will be placed on Probationary Accreditation. Colleges with an upper limit of an exact 95% binomial confidence level less than 85% for four successive years in which scores are available will, for cause, be placed on Terminal Accreditation. If no program graduates take the NAVLE, the Council will use other student educational outcomes in assessing compliance with the standard including those listed in 12.11.1.***

Intent: Outcomes of the DVM program must be measured, analyzed, and acted upon, as needed, to maintain compliance with the standards of accreditation and promote continuous program improvement.

What to look for:

Student achievement during the pre-clinical and clinical curriculum and after graduation must be included in outcome assessment. Evidence produced through outcomes assessment data collection and analysis must demonstrate that new graduates have the basic scientific knowledge, skills, and values to provide entry-level health care, independently, at the time of graduation.

Learning objectives for each of the nine listed competencies and a summary of the analysis of evidence-based data collected for each of the nine competencies must demonstrate graduates are prepared for entry-level practice. Evidence that there is a process to provide remediation for those students who have not demonstrated competence in one or more of the nine competencies. Evidence of student learning outcomes for the nine clinical competencies must be obtained and that students are observed and assessed formatively and summatively. Evidence that outcomes assessment results have been used to improve the curriculum are required for compliance.

Outcome assessment includes evidence of student achievement during the:

| | Y | MD | N |
|--------------------|-------------------------------------|--------------------------|--------------------------|
| Pre-clinical years | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Clinical years | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| After graduation. | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

Outcome assessment includes evidence that students and graduates at the time of graduation, have achieved:

| | Y | MD | N |
|---|-------------------------------------|--------------------------|--------------------------|
| AVBC Attributes of Veterinary Graduates | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| RCVS Day 1 Competences | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| The program's stated learning outcomes | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Basic scientific knowledge | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Entry-level clinical skills | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

| | | | |
|--|-------------------------------------|-------------------------------------|--------------------------|
| Values to provide entry-level health care independently. | Y | MD | N |
| | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Direct and indirect evidence exists for student competency in: | | | |
| Comprehensive patient diagnosis (problem solving skills) | Y | MD | N |
| | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Appropriate use of clinical laboratory testing | Y | MD | N |
| | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Record management | Y | MD | N |
| | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Comprehensive treatment planning including patient referral when indicated | Y | MD | N |
| | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Patient welfare | Y | MD | N |
| | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Anesthesia and pain management | Y | MD | N |
| | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Basic surgery skills, experience, case management | Y | MD | N |
| | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| Basic medicine skills, experience, case management | Y | MD | N |
| | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Emergency and intensive care case management | Y | MD | N |
| | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Health promotion, disease prevention/biosecurity | Y | MD | N |
| | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Zoonoses and food safety | Y | MD | N |
| | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Client communications | Y | MD | N |
| | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Ethical conduct | Y | MD | N |
| | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Communication skills including those that demonstrate and understanding and sensitivity to how clients' diversity and individual circumstance can impact health care | Y | MD | N |
| | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

| | | | |
|---|-------------------------------------|--------------------------|--------------------------|
| Critical analysis of new information and research findings relevant to veterinary medicine. | Y | MD | N |
| | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Evidence that students have been assessed formatively and summatively. | Y | MD | N |
| | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Evidence of a process for remediation of students who have not demonstrated attainment of each of the clinical competencies. | Y | MD | N |
| | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Evidence of plan to review achievement of competence and reverse negative trend(s) if and when necessary (by showing implementation of change on the basis of such a review). | Y | MD | N |
| | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Adequacy of NAVLE School Score Report within expected range of NAVLE passing percentages. | Y | MD | N |
| | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| If applicable, adequate explanation and corrective remediation measures for decrease in in NAVLE passing percentages. | Y | MD | N |
| | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| | N/A | <input type="checkbox"/> | |
| Evidence of assessments of educational preparedness and employment satisfaction of: | | | |
| Graduating seniors | Y | MD | N |
| | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Alumni at some post-graduation point. | Y | MD | N |
| | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Employers of graduates | Y | MD | N |
| | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Program Outcomes: | | | |
| | Y | | N |
| Five-year trends in student attrition rates within reason. | <input checked="" type="checkbox"/> | | <input type="checkbox"/> |
| If applicable, adequate explanation and corrective remediation measures for increase in student attrition rates. | Y | | N |
| | <input checked="" type="checkbox"/> | | <input type="checkbox"/> |
| | N/A | <input type="checkbox"/> | |
| Five-year trends in one-year post-graduation employment rates. | Y | | N |
| | <input checked="" type="checkbox"/> | | <input type="checkbox"/> |
| If applicable, adequate explanation and corrective remediation measures for decrease in employment rates. | Y | | N |
| | <input checked="" type="checkbox"/> | | <input type="checkbox"/> |
| | N/A | <input type="checkbox"/> | |
| Evidence of assessments of faculty, instructors, interns, residents. | Y | MD | N |
| | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Evidence of assessments of adequacy of clinical resources, facilities and equipment. | Y | MD | N |
| | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

Institutional Outcomes:

| | Y | MD | N |
|--|-------------------------------------|--------------------------|--------------------------|
| Evidence of evaluation of college progress | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Adequacy of resources and organizational structure to meet the educational purposes | Y | MD | N |
| | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Appropriateness of outcomes assessed that are meaningful for the overall educational process | Y | MD | N |
| | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Evidence that outcome findings are used by the college to improve the educational program. | Y | MD | N |
| | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

| The School is progressing towards achieving its goals | Y | MD | N |
|--|-------------------------------------|--------------------------|--------------------------|
| | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| <ul style="list-style-type: none"> The School has appropriate internal and external evaluation and validation processes | Y | MD | N |
| | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| <ul style="list-style-type: none"> Outcomes of the review process are communicated to relevant internal and external stakeholders | Y | MD | N |
| | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

Comments:

The evidence of clinical competencies was good overall as determined by the pass rate of OSCEs, the weakest of which was basic surgical and medical skills in year 5, the former of which is echoed by recent graduate and employer surveys (see below). Meeting with employers of recent graduates indicated considerable satisfaction with their graduates, particularly with respect to their knowledge and communication and interpersonal skills. With regard to areas that could be improved, there was general agreement that practical skills, particularly entry level surgical skills, could be improved, but employers attributed this in part to the reduced amount of EMS due to COVID-19. Some veterinarians commented that business skills could be improved, particularly with spectrum of care – that is, some graduates wanted to apply the gold standard treatment and were uncertain how to assist clients of lesser means.

The school conducts mid-course surveys and is responsive to legitimate student concerns.

The School performed very well on almost all categories on the National Student Survey – the one area that was less satisfactory was organization. This was echoed by meetings with students. The School is well aware of this concern and it is in part related to the nature of the integrated curriculum. However, this difficulty has been exacerbated since the SVM had to employ the University scheduling system (previously, they had their own separate scheduling system).

The absolute rate of attrition is approximately 5% in the 5 year program of which 2.2% is for academic reasons and 2.7% for personal reasons. The absolute rate of attrition for the GEP program is approximately 7%. The majority of the attrition occurs in the early years of the program, but does not appear to be associated with any specific course.

Recent graduate surveys indicated that the majority felt well prepared for their first job and would recommend the University of Edinburgh Royal (Dick) School of Veterinary Studies. The RCVS VetGDP survey noted strengths as communication skills, and to a lesser extent IMR/EMS and

noted weaknesses as insufficient first opinion practice experience and basic clinical surgical experience. This was triangulated in the interviews with alumni and employers.

The RCVS VetGDP employer survey indicate that recent graduates are well prepared in communications, teamwork, willingness to ask for support, recognizing their limitations and resilience. The employer survey identified surgical abilities and a lack of confidence/self-belief by recent graduates as weaknesses.

NAVLE pass rates for the last four years have exceeded 80%. Students are provided with an opportunity to take a practice test and some optional review sessions are available. Students understand that the veterinary medicine taught at the University of Edinburgh is related to the status of veterinary medicine in the United Kingdom, and that they are unlikely to receive the same degree of coverage of diseases that are more common in North America. Some students, however, report that they feel that NAVLE support is insufficient. In response to student concerns, the School is expanding support beyond a small team of four to create a larger 15-person group which will allow for a greater breadth and depth of content coverage and insight. The School is also continuing to work with their student AVMA Chapter to gather additional ideas for providing support in this area.

Dean's Comments:

[Click here to enter text.](#)

Site Team's Assessment:

[Click here to enter text.](#)

Deficiencies (Major/Minor):

The college must have processes in place whereby students are observed and assessed formatively and summatively, with timely documentation to assure accuracy of the assessment for having attained each of the following competencies:

4. basic surgery skills and case management

Directives:

All students must be able to attain entry-level competence in basic hands-on elective surgery.

Suggestions:

The School is encouraged to explore students' concerns regarding NAVLE preparation and address appropriately.

The School is encouraged to use all available outcomes data, including data from the RCVS VetGDP new graduate and employer surveys, for quality improvement and to address identified issues.

Commendations:

[Click here to enter text.](#)

Additional Reporting:

[Click here to enter text.](#)

Overall, can the college be said to be in compliance with Standard 11?

Click here to enter text.

YES MD
NO

AVBC/ RCVS Standard 10 Assessment

Management

The institution must ensure that there is a clearly identified structure within the school showing lines of responsibility for the assessment strategy to ensure coherence of the overall assessment regime and to allow the demonstration of progressive development across the program towards entry level competence.

Policy and Regulation

The assessment tasks and grading criteria for each unit of study in the program must be clearly identified, and available to students in a timely manner well in advance of the assessment.

Requirements to pass including the effect of barrier assessments must be explicit.

Mechanisms for students to appeal against assessment outcomes must be explicit.

The school must have a process in place to review assessment outcomes and to change assessment strategies when required.

Assessment methods and design

Program learning outcomes covering the full range of professional skills and attributes must form the basis for assessment design and underpin decisions on progression.

Assessment must inform student learning and students must receive timely feedback.

Assessment load must be planned and managed to achieve appropriate workloads for students and staff.

Assessment strategies must allow the school to certify student achievement of learning objectives at the level of the program and individual units of study.

Assessment tasks must align with course and subject learning objectives and learning activities. Formative and summative assessment must comprise a variety of approaches and must be appropriate to the domain being assessed. Direct assessment of clinical skills (some of which may be on simulated patients), must form a significant component of the overall process of assessment in the clinical disciplines.

Assessment standards and quality assurance

There must be procedures in place to ensure the fairness, validity and reliability of assessment outcomes, including but not limited to academic peer review of assessment content, proofing of scripts, supervision and invigilation, maintenance of records, post-marking moderation processes and retrospective evaluation.

Schools must have appropriate moderation processes in place to ensure parity within and between individual units of study, across the program, with other institutions; and to ensure that each student is fairly treated.

The school must be able to demonstrate that there are appropriate measures in place to ensure that grades awarded reflect an appropriate standard of performance by students against the relevant learning objectives.

Program learning outcomes are clearly stated

Y MD N

| | | | |
|--|-------------------------------------|--------------------------|--------------------------|
| Achievement of program learning outcomes underpins decisions on progression. | Y | MD | N |
| | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Assessment does not overload students or staff. | Y | MD | N |
| | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Alignment between teaching, assessment and learning outcomes. | Y | MD | N |
| | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Assessment certifies student achievement of learning objectives. | Y | MD | N |
| | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Constructive and timely feedback is provided to help guide student learning. | Y | MD | N |
| | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Methods of formative and summative assessment comprise a variety of approaches. | Y | MD | N |
| | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| There is a significant component of direct assessment of clinical skills | Y | MD | N |
| | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Procedures exist to ensure fair, valid, and reliable assessment outcomes | Y | MD | N |
| | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| There are appropriate processes to ensure each student is fairly treated | Y | MD | N |
| | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| The assessment tasks are defined and available to students early in each semester. | Y | MD | N |
| | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Requirement to pass including the effect of barrier assessments are explicit. | Y | MD | N |
| | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Mechanisms for students to appeal against assessment outcomes are explicit. | Y | MD | N |
| | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| There is a clearly identified body within the School with responsibility for assessment. | Y | MD | N |
| | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| The School has a process in place to review assessment outcomes and to change assessment strategies when required. | Y | MD | N |
| | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

Comments:

The School has a comprehensive program of assessment, blueprinted to the program and course outcomes, and designed to ensure students' progressive development towards entry-level competence. A variety of methods are used across the curriculum, with greater use of methods which require students to demonstrate practical application of learning in authentic contexts in the final years of the curriculum. The assessment requirements are communicated through LEARN (learning management platform), are understood, and considered by students to be fair and effective in supporting learning. Students receive timely feedback through a variety of means, during and at the end of each course, and can review and receive advice on their progress during meetings with their personal tutor.

Following curriculum review using multiple sources of data including thematic analysis of external examiner reports, University Internal Periodic Review (2022) findings, student surveys and staff workshops, the School has modified the assessment strategy. New tasks include animal

handling assessments prior to commencing EMS, reflective portfolios in all years and clinical skills assessments in the earlier years.

In final year Directly Observed Procedural Skills (DOPs) were replaced in 2022 with student led MiniCEX (mini clinical examinations) which encompass a range of interrelated skills in core and selective rotations and Entrustable Professional Activities (EPAs) are being trialed. The School is investigating options to replace outdated in-house software and to provide a more effective solution for tracking individual student progression towards clinical competency across the whole program.

Dean's Comments:

[Click here to enter text.](#)

Site Team's Assessment:

[Click here to enter text.](#)

Deficiencies (Major/Minor):

[Click here to enter text.](#)

Directives:

[Click here to enter text.](#)

Suggestions:

The School should monitor the impact of the replacement of DOPS for individual rotations with student-led MiniCEXs across core and selective rotations to ensure that essential clinical competencies are not overlooked, but are demonstrated by all students prior to graduation.

The School should provide a clinical competence tracking tool to report the current status on progress to achievement of students' clinical competencies, as this would help inform and focus student's learning and assist clinical teachers.

Commendations:

The School is to be commended for comprehensive, well managed, assessment processes and for their efforts to renew assessment to enhance and support student learning through coaching.

The School is to be commended for the move to include workplace-based assessments (miniCex) and for exploring a programmatic approach to assessment.

Additional Reporting:

[Click here to enter text.](#)

Overall, can the college be said to be in compliance with AVBC/RCVS Standard 10?

[Click here to enter text.](#)

YES MD

NO

We are appreciative of the Site Team's constructive feedback in supporting us to address the minor deficiency relating to entry-level competencies in basic hands-on elective surgery.

We plan to address this deficiency through a series of activities to build the surgical confidence of our students during their transition to and participation in final year. This will be achieved through simulation based surgical assessments at the end of 4th year, cadaver surgery in final year and enhanced audit of surgical skills development.

1. Simulation based surgical assessments

We have previously published on our students' interest in the potential for surgical models to improve confidence in surgical Entrustable Professional Attributes (EPAs; Appendix 1). Further work exploring the use of surgical training models with our students has shown that training using such models reduces stress and improves both confidence and graded competence in surgical EPAs (Appendix 2). The BVM&S Learning and Teaching Committee (L&TC) has now approved the inclusion of a new surgery Objective Structured Clinical Examination (OSCE) station that will be assessed using these validated surgical training models (Appendix 3). The OSCEs form part of the summative final year assessment and are first attempted immediately prior to the start of core rotations.

The castration training models (one per student) were built in April 2023 and have been available for our current 4th year cohort to use for OSCE practice from 24th April 2023. Supporting resources have been uploaded to our Virtual Learning Environment (VLE) and signposted to the students in an introductory lecture. The students have until 23rd May 2023 to submit a video recording of this OSCE station, which will then be assessed by R(D)SVS clinicians. Feedback (see below) and assessment results will be reviewed and used to inform further development of this OSCE station, with a view to expanding the number of EPAs that can be practiced and assessed.

2. Cadaver surgery in final year

The 2023/24 final year cohort (starting June 2023) will undertake a half day of cadaver surgery during their soft tissue surgery rotation. All students will practice (2 students per cadaver) a midline coeliotomy, exploration of the abdomen and gastro-intestinal tract, manoeuvres to visualise the ovaries and cervix, enterotomy and coeliotomy closure (Appendix 4). Formative assessment will take place through the completion of a miniCE assessment, with summative assessment delivered via end of rotation feedback.

3. Enhanced audit of surgical skills development

To facilitate improvements in our existing quality assurance and improvement workflows, we have appointed a BVM&S Quality Assurance Data Scientist. Whilst their remit encompasses the entire BVM&S programme, their initial focus has been to audit all core rotation miniCE assessments and to perform a sub-analysis of the assessments relating to surgical skills development. This will allow us to determine in which rotations students are completing miniCE assessments of surgical EPAs, what procedures they are undertaking and the level of competence they are achieving. This information will be compared to case numbers and used to identify rotations where additional opportunities for surgical skills development exist.

Student feedback is being solicited (Appendix 5) to quantify the impact of the new surgery EPA OSCE station on confidence and anxiety relating to surgical skills. This information will be compared to OSCE assessment results and has ethical approval permitting submission for publication in the peer reviewed literature (Appendix 6).

To better understand our students' experience developing their surgical skills during core rotations, we have made it compulsory for students to submit end of rotation feedback for at least 50% of their rotations. We have also introduced a compulsory surgery survey at the end of the Inglis and Dick Vet General Practice rotations, so that we can better capture the number of surgeries that are undertaken during these rotations and identify individual students who have not engaged in surgical skills development as anticipated. Finally, we have developed our own data processing pipelines to allow us to analyse RCVS VetGDP assessor and graduate feedback, so that in the medium term (2025 onwards), we can triangulate the impact of these curricular changes with feedback collected in house from our students and by the RCVS from recent graduates and their assessors.