



University of Liverpool School of Veterinary Science Accreditation event

14-17 March 2023

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

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List of panel members

Dr Susan Paterson, Chair, RCVS

Prof. Jim Anderson, RCVS

Dr Kate Cobb, RCVS

Miss Erica Cook, RCVS

Dr David Mazzocchi-Jones, RCVS

Dr Pred Prokic, RCVS

Dr Kate Richards, RCVS

Prof. Rosanne Taylor, AVBC

Also in attendance:

Prof. Jennie Hodgson, AVBC observer

Mr Jordan Nicholls, RCVS staff

Dr Linda Prescott-Clements, RCVS staff

Ms Kirsty Williams, RCVS observer

Background

1. The accreditation event for the veterinary programme at Liverpool University, School of Veterinary Science, took place from December 2022 to March 2023, and involved representatives from the RCVS and the Australasian Veterinary Boards Council (AVBC). The report of this event will also be considered by the South African Veterinary Council (SAVC) for registration purposes in South Africa.
2. Stage one of the event involved consideration of evidence uploaded to the RCVS repository by the School, in support of the accreditation standards for each represented agency. A substantial amount of information comprising input, process and outcomes evidence, was considered by all members of the accreditation panel and staff within the RCVS Education Department, and a risk-based approach was taken when deciding on the scope and focus of the visitation. All panel members completed their initial review of the evidence independently of each other and made an assessment of where it was felt that standards were met with multiple sources of robust outcomes evidence, or where further evidence and / or triangulation was required during the visitation stage of the accreditation.
3. Following initial review of the evidence in the repository, the panel met to agree on the scope and focus of the visitation. During this meeting, the evidence available for each accreditation standard was considered and discussed in depth, which informed their decision on which questions/areas of exploration were needed on the visit, and which groups of stakeholders were required in order to collect this additional information or triangulate existing evidence.
4. Following this meeting, RCVS staff compiled a detailed list of questions for stakeholder groups, along with specific areas/facilities needing to be seen directly by panel members during the visit, including both on-site and off-campus facilities. This list was then used to draft a visit schedule in conjunction with the School.
5. The panel were present at the University from Tuesday 14th to Friday 17th March 2023. The panel split into two groups for the tours of both the Liverpool Campus and the vet school campus at Leahurst, Neston and, with the exception of an abattoir visit by two of the panel, stayed together as one group for all meetings with stakeholder groups. The report on each of the RCVS accreditation domains and associated standards, therefore, represents the combined views of the whole international team.
6. The evidence rubric can be seen at annex 1. This details the evidence gathered at each stage of the accreditation event, and which each panel member voted on compliance with against each individual standard. Commendations are provided, along with recommendations (which the School must do in order to meet a standard) and suggestions (where the standard is being met but more can be done to go above and beyond the standard threshold). Commentary and rationale to support any commendations, recommendations and suggestions is provided for context.
7. The School's response to this report can be found at annex 2 and contains a timeline/action plan for the addressing of standards which are not met, or partially met, along with any timelines/plans

for implementing suggestions from the report. Following the committee decision on accreditation, these actions are monitored annually.

8. The final schedule for the visitation, including the groups of stakeholders met with during the visitation, can be seen at annex 3.
9. This report is considered separately by each country's accrediting body, including SAVC who were not present on the visitation, and each organisation will reach their own conclusions and decisions regarding accreditation based on their own national requirements.
10. The Chair, accreditation panel members and the accrediting organisations would like to thank the University and especially the Head of School, Professor Paul Lunn, and his staff, for their hospitality, openness, and collegiate cooperation during the visitation. The panel was also grateful for all the work that the School staff had put into preparing the thorough repository of evidence in stage one of the event, which formed the basis for discussions/triangulation during the visitation.

Summary of findings

Domain 1 – The Learning Environment

Commendations

- The appointment of a dedicated Leahurst campus health and safety manager is to be commended. (Standard 1.2)
- The School is commended for its clinical skills laboratories at both the Liverpool and Leahurst campuses. (Standard 1.6)
- The quality of the ambulatory vehicles is to be commended across both farm and equine practices. (Standard 1.8)
- The School is to be commended for construction of its excellent Equine Isolation facilities. (Standard 1.9)

Recommendations

- The School must increase the number and range of small animal general practice cases that students are exposed to. (Standard 1.5 partially met)

Suggestions

- The School is encouraged to explore the provision of space for large class teaching which will accommodate increased cohort numbers at Leahurst, and to ensure that charging options for devices is provided. (Standard 1.1)
- The School should increase the provision of breakout rooms in the Small Animal Teaching Hospital, particularly within the cardiology rotation. (Standard 1.1)
- Parking space is at a premium on the Leahurst campus and the School is encouraged to expand these facilities and consider other sustainable transport options. (Standard 1.1)
- Access to normal animals for examination purposes in the pre-clinical years should be increased. (Standard 1.5)
- The School is encouraged to increase student exposure to hands-on dental experiences in the final year. (Standard 1.5)

Domain 2 – Organisation, Culture and Values

Recommendations

- The School must use the results of the VetGDP outcomes surveys to inform changes to the curriculum. (Standard 2.3 partially met)

Suggestions

- The School should provide clear evidence that feedback from consultation with external stakeholders is effectively communicated and responded to. (Standard 2.1)
- The School should ensure that feedback obtained from a range of external stakeholders is responded to. (Standard 2.3)

- The School is encouraged to continue to develop and implement a structured sustainability action plan. (Standard 2.6)

Domain 3 – Educational Governance and Quality Improvement

Commendations

- The School is to be commended on its effective use of the staff / student liaison committee for undergraduates, which enhances student engagement. (Standard 3.7)

Recommendations

- The School must increase its focus on external stakeholder engagement and responding to feedback. (Standard 3.2 partially met)
- The School must collect and respond to external stakeholder feedback, including the recommendations and suggestions arising from RCVS accreditation events. (Standard 3.8 partially met)
- Whilst individual Day One Competences are being assessed, the School must ensure that the assessment of holistic competence is evidenced. (Standard 3.14 partially met)

Suggestions

- The School is encouraged to continue to actively recruit staff to their vacant posts. (Standard 3.5)
- More formal structures for engaging postgraduate students within the staff/student liaison committee is encouraged. (Standard 3.7)
- The School should formalise its quality assurance processes with Eye Vet. (Standard 3.13)

Domain 4 – Supporting Students

Commendations

- The school is to be commended for proactively exploring ways to increase the diversity of the student body, especially with the trend in widening participation targets, faith panel session and the Vet Team in a Box initiative. (Standard 4.2)
- The effective, longitudinal and timely feedback using LiftUpp is embedded within the programme and appreciated by both students and staff. (Standard 4.8)

Recommendations

- The School must include the accreditation status of the programme by all accrediting organisations within its marketing literature. (Standard 4.3 partially met)

Domain 5 – Supporting Educators

Recommendations

- The School must develop and implement a clear plan to ensure all staff involved in teaching complete a programme of quality assured teacher training. (Standard 5.1 partially met)

Domain 6 – Curriculum and Assessment

Commendations

- The school is commended on its commitment to research which is integrated throughout the programme and opportunities for students to participate in a range of initiatives. (Standard 6.22)

Recommendations

- The school must provide substantial opportunity, in accordance with the guidance for this standard, for students to have hands-on experience and manage routine and common conditions (including conversations around finance), and preventative healthcare throughout the programme (in particular with small animals). (Standard 6.4 partially met)
- The school must review their assessment strategy to ensure it addresses holistic assessment of competency at a programme level. (Standard 6.14 partially met)
- The school must provide clear evidence of validity and reliability for assessment methods used throughout the programme, as described in the guidance for this accreditation standard. (Standard 6.15 partially met)
- The School must ensure all staff involved in feedback and assessment complete appropriate training to ensure consistency and fairness for students. (Standard 6.17 partially met)
- The school must ensure that data from the student clinical experience are consolidated and utilised to inform the quality assurance of the programme. (Standard 6.20 partially met)

Suggestions

- The focus of clinical teaching should be reviewed with reference to a general practice context. (Standard 6.1)
- The school should consult and utilise external stakeholders (and their feedback) as part of their curriculum review. (Standard 6.3)
- The school should ensure the risk of reliance on one individual for curriculum mapping is mitigated and embed the process throughout the school. (Standard 6.5)
- The school should increase experiential opportunities to practice clinical and surgical skills prior to EMS placements. (Standard 6.13)
- The school should review key staff workload associated with portfolio marking and post exam analysis. (Standard 6.18)
- The school should review moderation and standard setting processes to be in line with international best practice. (Standard 6.19)

Domain 1 - The Learning Environment															Comments	Recommendations	Suggestions	Commendations	
Standard	Repository Evidence						Further evidence needed on visitation?	Visitation Evidence			Recommended Outcome								
	Type = Input (I), Process (P) or Outcomes (O)							Supporting evidence # 1	Supporting evidence # 2	Supporting evidence # 3	Standard Met	Partially Met	Not Met						
	Supporting evidence # 1	Type	Supporting evidence # 2	Type	Supporting evidence # 3	Type													
1.1	The spaces, infrastructure, physical and digital resources across the programme must provide an effective and safe learning and teaching environment, support student welfare, and meet the needs of educators and support staff.	Photos, videos, descriptions of spaces	I	Internal periodic review, ToR for space infrastructure Committee, Maintenance issues log & plan, Minutes Leahurst planning prog group / workload planner, 2022 proposals for new facilities	O, P	Teaching space audits	O	Yes	Observation of sites on tours: both Liverpool and Leahurst	Plans for Foresight building	Discussions with students	Yes			There are plans in place for new teaching spaces at both campuses, however the plans for Leahurst are at a very early stage. There are limitations around the space for large class teaching for the proposed student cohort of 200 at Leahurst. The options presented around hybrid teaching and overspill room were acknowledged, but not optimal for students. There was insufficient ability for students to charge laptops in lectures where required. The small animal hospital was lacking in breakout rooms, the students reported this was a particular problem in cardiology. Opportunities for car parking were limited, which is impacting on the student experience.		1. The School is encouraged to explore the provision of space for large class teaching which will accommodate increased cohort numbers at Leahurst, and to ensure that charging options for devices is provided. 2. The School should increase the provision of breakout rooms in the Small Animal Teaching Hospital, particularly within the cardiology rotation. 3. Parking space is at a premium on the Leahurst campus and the School is encouraged to expand these facilities and consider other sustainable transport options		
1.2	The learning environments across the programme must ensure the health and safety of students, staff and animals and comply with all relevant jurisdictional legislation including health, safety, biosecurity and UK animal welfare and care standards.	Multiple H&S policies, H&S induction checklists, H&S presentation	I	Risk assessments, Annual H&S review	P	Photos of operational policies on display, Internal audit data, Accident summary log, Site safety group meeting minutes	O	Triangulation only	Discussions with students	Discussions with staff at Leahurst	Facilities tours	Yes			The panel were impressed with the appointment of a dedicated Leahurst campus health and safety manager, who provided oversight of any emergent issues and is responsible for ensuring actions are taken as appropriate.		4. The appointment of a dedicated Leahurst campus health and safety manager is to be commended.		
1.3	All learning environments (within the school and off-site) must be quality assured to ensure appropriate standards of teaching, support and learning outcomes are achieved.	Accreditation details of all facilities (PSS & FSA)	I	Detailed QA processes for maintenance, Servicing record examples	P	IPR review, Annual Subject Action Planning report, NSS scores	O	Triangulation only	Estates / facilities staff discussions	Facilities tours		Yes							
1.4	The learning environments across all aspects of the programme must demonstrate good practice standards and promote high standards of animal husbandry and care at all times.	Farm facilities descriptions/photos	I	QA and QI audits	P	PSS accreditation for hospitals and practices	O	Triangulation only	Discussion with junior teaching staff, students.	Discussion with staff on Tours		Yes							
1.5	Normal and diseased animals of the principal domestic and non-traditional/exotic species must be available for instructional purposes, either as clinical patients or provided by the school. The school must provide access to sufficient numbers and range of animals and animal material to provide the necessary quantity and quality of animal husbandry and clinical instruction to meet the programme learning outcomes and achieve the RCVS Day One Competences.	Case / animal numbers, policies for use of healthy animals in the clinics	I	VetGDP Outcomes surveys (Graduates, Employers)	O			Yes & triangulation	Discussions with students, staff at UVP and other staff.	Rotation details		Yes			Although teaching staff on rotations were attempting to reference any general practice context associated with cases prior to referral, little or no changes to the programme had been made to provide opportunities for students to perform skills associated with typical general practice casework. The UVP rotation was useful, but limited time is spent there by students. The panel felt there was insufficient exposure to cases for general practice small animal surgeries, and students reported that this aspect of the programme was dependent on EMS. This triangulates with clear evidence from new graduates and their VetGDP coaches in the outcomes data. Rotation leads did not appear to have detailed knowledge of this data. Discussions with students and staff indicated that increased access to normal animals in pre-clinical years was required, and that there was a need for more hands-on small animal dental experience in final year.	5. The School must increase the number and range of small animal general practice cases that students are exposed to	6. Access to normal animals for examination purposes in the pre-clinical years should be increased. 7. The School is encouraged to increase student exposure to hands-on dental experiences in the final year.		
1.6	There must be sufficient up-to-date and well-maintained learning and teaching equipment to support the programme effectively, readily accessible by students.	Equipment lists, Capital expenditure, Maintenance & servicing plans	I					Yes & triangulation	Discussions with students and staff	Clinical skills lab budget	Clinical skills lab tours	Yes			The clinical skills lab facilities observed at Liverpool and Leahurst were commended by the panel.		8. The School is commended for its clinical skills laboratories at both the Liverpool and Leahurst campuses		
1.7	The school must ensure students have access to a broad range of diagnostic and therapeutic facilities, of sufficient standard and in number to enable learning outcomes to be met and achievement of the RCVS Day One Competences.	Descriptions of facilities, Photographs	I	Livestock and necropsy data	O			Yes & triangulation	Tours of facilities	Discussions with teaching staff		Yes							
1.8	A supervised field service and/or ambulatory programme must be available as part of the programme, in which students are offered multiple opportunities to obtain clinical experience under field conditions.	Timetable showing opportunities for ambulatory experience, Photos of vehicles	I	Case numbers (and types)	O			Triangulation only	Observations on tours	Discussions with clinicians		Yes			New ambulatory vehicles had recently been purchased and these were commended by the panel.		9. The quality of the ambulatory vehicles is to be commended across both farm and equine practices		

Domain 1 - The Learning Environment															Comments	Recommendations	Suggestions	Commendations
Standard	Repository Evidence						Further evidence needed on visitation?	Visitation Evidence			Recommended Outcome							
	Type = Input (I), Process (P) or Outcomes (O)							Supporting evidence # 1	Supporting evidence # 2	Supporting evidence # 3	Standard Met	Partially Met	Not Met					
	Supporting evidence # 1	Type	Supporting evidence # 2	Type	Supporting evidence # 3	Type												
1.9	Appropriate isolation facilities/provision must be available at all sites where clinical instruction is delivered, or be able to be supplied when needed, to meet the need for the isolation and containment of animals with communicable diseases. Students must receive instruction within this environment on how to provide for animal care in accordance with accepted best practice for prevention of spread of infectious agents.	Photos and descriptions of isolation facilities	I, P	Protocols and presentations given to students before rotation on isolation	P	Equine isolation report	O	Triangulation only	Discussions with staff and observations on tours	Discussions with staff at UVP	Observation on Tours	Yes			The Equine isolation facility observed by panel members was impressive.			10. The School is to be commended for construction of its excellent Equine Isolation facilities.
1.10	Clinical education in veterinary public health training must be complemented by direct exposure in commercially run, approved abattoirs.	FSA approval	O					Triangulation only	Discussion with admissions team	Observation on tours		Yes			The admissions team confirmed that abattoir requirements are made clear to students accepted onto the course			
1.11	Patient medical records within all sites used for clinical teaching must be comprehensive and maintained in an effective retrieval system to efficiently support the teaching, research, and service programmes of the school.	Software overview of ProVet	P	Video of students interacting with software, Student feedback	O			Yes & triangulation	Observation on tour (UVP), and discussions with staff			Yes						
1.12	Students and educators must have timely access to literature and information resources relevant to the programme. An appropriately qualified individual must be available to support students and educators in the effective retrieval of information.	Comprehensive library details at liverpool and Leahurst	I	Library support lecture slides	P	Year 2 literature review research projects	O	Triangulation only	Discussions with students	Discussions with librarians	Tour of facilities	Yes						
1.13	Students and educators must have timely access to non-animal resources relevant to the programme.	Clinical skills equipment lists	I	Purchase plans for equipment	P	Timetable for scheduled access to labs, 24/7 access to large animal clinical skills labs	P	Triangulation only	Discussions with students	Observation on tours		Yes						
1.14	The school must establish post-graduate programmes such as internships, residencies, and advanced degrees (e.g., MSc, PhD), that enrich, complement, and strengthen the professional programme.	Descriptions of various postgraduate programmes offered	I	Data showing resident and intern involvement across all areas of the undergraduate programme	P	Comprehensive list of School publications in journals provided (1200+ since 2017)	O	Triangulation only	Discussions with residents, interns and research staff			Yes						

Domain 2 - Organisation, Culture and Values

Standard	Repository Evidence											Recommended Outcome			Comments	Recommendations	Suggestions	Commendations
	Type = Input (I), Process (P) or Outcomes (O)						Further evidence needed on visitation?	Visitation Evidence			Standard Met	Partially Met	Not Met					
	Supporting evidence # 1	Type	Supporting evidence # 2	Type	Supporting evidence # 3	Type		Supporting evidence # 1	Supporting evidence # 2	Supporting evidence # 3								
2.1	The school demonstrates effective strategic & operational planning, including evidence that goals are being achieved in a timely manner.	Vet School Strategic plan 2022 Various School operating plans UoL 5 year strategic plan - 2022-2027	I	Various plans showing strong consultation	P		Yes	Discussions with leadership team	Discussions with academic staff		Yes			There was evidence that an initial process has occurred around strategic planning which has involved consultation with a range of stakeholders, but yet to see evidence that it is effective and operational.		11. The School should provide clear evidence that feedback from consultation with external stakeholders is effectively communicated and responded to.		
2.2	The school must have a system in place to identify, actively monitor and address risks to any aspect of the vet programme.	SVS 2022 Risk register SVS and Leahurst - Safety and Biosecurity Code of Practice	I	Leahurst Site Safety Group minutes Aug 2022	O		Yes & triangulation	Discussions with staff	Discussions with senior leadership team		Yes							
2.3	The school can demonstrate a culture which is inclusive, actively seeking and responding to feedback from stakeholders, and involving them in decisions relating to programme development, delivery, and enhancement.	Employee Experience Framework	I	Staff/Student Liaison Committee meeting minutes Online feedback forms (can be anonymous)	O, P	VetGDP graduate and employer data	O	Yes & triangulation	Discussions with staff groups	Discussions with students		Yes		A range of School staff confirmed that few changes had been made as yet to the curriculum, following the introduction of new RCVS accreditation standards. There are clear messages emerging from the outcomes data collected from new graduates and their VetGDP coaches, which have yet to be acted upon in terms of changes to the programme. The school's response to feedback from external stakeholder is limited, although internal feedback mechanisms appeared to be more robust and the school more responsive in these areas.	12. The School must use the results of the VetGDP outcomes surveys to inform changes to the curriculum.	13. The School should ensure that feedback obtained from a range of external stakeholders is responded to.		
2.4	The school must actively promote and maintain a culture that does not discriminate and enhances diversity, consistent with applicable law. Diversity may include, but is not limited to, race, religion, ethnicity, age, gender, gender identity, sexual orientation, cultural and socioeconomic background, national origin, and disability. There must be reporting mechanisms in place for any individual to raise concerns about discrimination and harassment. Universities must be prepared to withdraw from teaching contracts with partner practices / organisations if they fail to respect the guidance for this standard.	UoL Equality Framework EDI training materials for staff and students	I	Equality Framework Action Plan Evidence of improvements made with respect to EDI (e.g. gender neutral changing facilities, peer support groups)	P, O	Staff wellbeing Survey	O	Yes & triangulation	Discussions with teaching staff	Online report & support process (including anonymous)	EMS staff discussions	Yes						
2.5	The school must demonstrate a positive learning culture that investigates, reflects, and learns from mistakes and adopts effective reporting mechanisms and sharing of best practice. Students and staff should feel safe in raising and reporting concerns, and these must be dealt with effectively.	Staff Grievance Procedure Student Complaints Policy and Procedure	I	Feedback mechanisms in place (Report & Support)	P	Student survey data	O	Triangulation	Discussions with staff and students	Observations on tours	Discussions with interns, residents	Yes						
2.6	The school must demonstrate a commitment to environmental sustainability, including consideration of the impact of delivering the programme on the environment.	UoL sustainability policy & strategy	I	Sustainability Fund Application Form	P	UoL Sustainability annual report 2019-2020	O	Triangulation only	Discussions with students	Discussions with senior leadership team	Discussions with staff groups	Yes		Although the students appeared to be self-motivated in terms of being actively engaged with sustainability, and there was evidence of sustainability initiatives from students and staff, the school itself did not have a structured action plan around sustainability, or other means of wide communication around such plans.		14. The School is encouraged to continue to develop and implement a structured sustainability action plan.		

Domain 3 - Educational Governance and Quality Improvement														Comments	Recommendations	Suggestions	Commendations
Standard	Repository Evidence						Further evidence needed on visitation?	Visitation Evidence			Recommended Outcome						
	Supporting evidence # 1	Type	Supporting evidence # 2	Type	Supporting evidence # 3	Type		Supporting evidence # 1	Supporting evidence # 2	Supporting evidence # 3	Standard Met	Partially Met	Not Met				
3.1	The school must be part of an accredited institution of Higher Education and be recognised and autonomous within that institution with accountability for the quality of the veterinary programme (including the RCVS standards being met).	Proof of registration with OFS provided	I					Triangulation only	Discussions with senior team and institutional leads	Presentation on financial data		Yes					
3.2	The school demonstrates a commitment to continuous quality improvement across all accreditation standards and aspects of the programme, informed where possible by measurable outcomes and stakeholder engagement.	QA policy for modules QA policy for programmes	I	Committees for Quality and standards, academic quality and school scrutiny panel	P	Annual subject action plans (ASAP) VetGDP outcomes surveys	O	Triangulation only	Discussions with leadership team and curriculum development reps	Discussion with academic staff			Yes			15. The School must increase its focus on external stakeholder engagement and responding to feedback	
3.3	The head of school or dean must be an MRCVS. They must have appropriate knowledge and expertise of the veterinary profession, academic affairs and leadership, and have control over the budget for the veterinary programme.	CV of head of school indicates appropriate knowledge and experience	I					Triangulation only	Discussion with senior leadership			Yes					
3.4	Finances must be reviewed regularly in line with strategic plans and be sufficient to sustain and enhance all aspects of the veterinary programme(s) for the duration of all current cohorts, including teaching and learning, infrastructure, teaching resources and students / staff support.	High level forecast for 2021/22	I	Institute level financial planning requests	P	UoL level financial review	O	Yes & triangulation	5 year projected budgets	Future plans presentation from the Dean		Yes					
3.5	The managerial, academic and support staff must have the necessary skills and experience for their role and be sufficient in number to support the effective design, delivery and quality assurance of all aspects of the programme.	Staffing lists showing qualifications	O					Yes	Discussions with leadership team on staffing	Staff recruitment plans		Yes				16. The School is encouraged to continue to actively recruit staff to their vacant posts.	
3.6	The school must demonstrate that the recruitment, selection and appointment of students, educators and staff are open, fair, transparent and free from bias.	Student Admissions Policy	I	Staff recruitment policy description	I			Yes	Admissions staff discussions	Admissions data presented	Discussions with students	Yes					
3.7	The school must have effective and transparent educational governance systems, with formal committee structures, which develop and continually monitor, assure, and enhance the quality of veterinary education and the student experience across all aspects of the programme.	Frameworks of committees and structures Extensive Student representatives on committees	I	Minutes of meetings and ToR to demonstrate representation of relevant groups.	O	External review of programmes	O	Yes & triangulation	Presentation of committee structures	Discussions with staff and students	Discussions with postgraduate students	Yes			Through various discussions with school staff and students it was apparent that the staff / student liaison committee for undergraduates was working well and students were actively engaged in this providing feedback on the programme. However, formal structures for engaging postgraduate students with the staff/student liaison committee appeared to be lacking, and postgraduate students met seemed to be unaware of these structures.	17. More formal structures for engaging postgraduate students within the staff/student liaison committee is encouraged.	18. The School is to be commended on its effective use of the staff / student liaison committee for undergraduates, which enhances student engagement.
3.8	The school must have robust mechanisms for quality assurance and improvement, embedded into policy and processes, which routinely gather data to demonstrate that organisational and educational objectives are being met and opportunities for improvement are identified and responded to.	Framework for quality and standards	I	Annual subject action plans / documents	O	Internal periodic reviews	O	Yes	Discussions with Senior Team and academic teaching Staff	Discussions with off-site rotation staff during tours			Yes		Opportunities for programme improvement arising from external stakeholder feedback, including that from graduates and employers, did not appear to be embedded within the schools processes. The panel noted that some of the previous areas highlighted for improvements following RCVS accreditation events had not yet been addressed. From the 2016 Liverpool visit report there was 1 suggestion and 1 recommendation that the panel felt were outstanding: - Attention should be given to ensuring that adequate study and service areas for students are provided in the SATH clinical facilities. - Appropriate lecture theatre facilities, adequate for the number of students, must be provided on the Liverpool site by the time of the next RCVS visitation.	19. The school must collect and respond to external stakeholder feedback, including the recommendations and suggestions arising from RCVS accreditation events.	
3.9	Mechanisms for quality assurance and improvement must encompass both internal and external review and data collection and analysis.	Surveys including NSS	O	ToR and minutes of the curriculum reference group	I, O	VetGDP outcomes data	O	Yes	Discussions with staff, details of interventions to improve survey responses	Reports of student focus groups		Yes					

Domain 3 - Educational Governance and Quality Improvement														Comments	Recommendations	Suggestions	Commendations	
Standard	Repository Evidence						Further evidence needed on visitation?	Visitation Evidence			Recommended Outcome							
	Supporting evidence # 1	Type	Supporting evidence # 2	Type	Supporting evidence # 3	Type		Supporting evidence # 1	Supporting evidence # 2	Supporting evidence # 3	Standard Met	Partially Met	Not Met					
3.10	The school must evaluate students' performance, progression and outcomes with respect to information on equality and diversity and provide support for groups where disparities are identified.	Admissions & progression data	O	WP and access action plans for 2021, 22.	P	Admission and continuation of priority student groups / continuity data	O	Yes	Discussions with staff groups				Yes					
3.11	The school must regularly review curricula, using available quality assurance data and feedback from students, educators and stakeholders, to ensure standards are being met and maintained.	Subject reviews	O	Process for periodic review	P			Yes	Evidence of multiple small changes reactive to feedback	Discussions with staff and students			Yes					
3.12	The school must have effective processes in place to monitor attrition and progression rates in relation to admissions and selection criteria and student support if required.	Committee minutes	O	Attrition and progression data	O	Adjustments to admissions criteria and rationale	P	Triangulation only	Discussions with admissions team, admissions presentation				Yes					
3.13	The school must have effective processes in place to ensure that a continual commitment to student learning and teaching is demonstrated within all locations where clinical teaching takes place.	Eye Vet contract	I	Student feedback after each rotation	O	Changes implemented due to student feedback	O	Yes & triangulation	Observation on Tours	Discussions with students	Discussions with Senior Leadership		Yes			Although some QA of the facilities at Eye Vet were in place, there was limited QA of the education provided at this teaching site. For example, a timetable of regular visits to the site to assure the quality of the clinical experience. The QA of education / teaching at Eye Vet was relatively informal, for example although some student feedback was collected by the placement provider, this was not shared with the school. Accidents on placements were reported to be only fed back to the school's student experience team on an annual basis which makes being responsive difficult.	20. The School should formalise its quality assurance processes with Eye Vet.	
3.14	The school must demonstrate that only students who are fully Day One Competent are able to graduate.	Handbook for the portfolio	I	VetGDP surveys indicate clear areas for improvement	O			Yes & triangulation	Discussions with staff and students	Assessment presentation			Yes			The new standards are clear that being 'day one competent' is more than the sum of it's parts (i.e. assessing D1C separately) and therefore assessment must target the ability of students to utilise different individual competences in a holistic manner, as will be needed in practice. The evidence demonstrated some good practice such as the move to WPBA, but a large proportion of the formal assessment still targets competences at the individual level.	21. Whilst individual Day One Competences are being assessed, the School must ensure that the assessment of holistic competence is evidenced	

Domain 4 - Supporting Students														Comments	Recommendations	Suggestions	Commendations
Standard	Repository Evidence						Further evidence needed on visitation?	Visitation Evidence			Recommended Outcome						
	Type = Input (I), Process (P) or Outcomes (O)							Supporting evidence # 1	Supporting evidence # 2	Supporting evidence # 3	Standard Met	Partially Met	Not Met				
	Supporting evidence # 1	Type	Supporting evidence # 2	Type	Supporting evidence # 3	Type		Supporting evidence # 1	Supporting evidence # 2	Supporting evidence # 3							
4.1	Effective processes must be in place to support the physical, emotional and welfare needs of students.	BVSc Programme Handbook (student support sections)	I	Tutor training details	P		Yes & triangulation	Discussions with students	Discussions with different staff groups, academics, tutors.	Discussions with senior team	Yes						
4.2	The school must have a strategy for widening participation which considers all aspects of diversity and engages students from different ethnic and social backgrounds. The school must be proactive in their marketing to attract a diverse cohort of applicants and regularly review, and provide evidence of, their progress towards targets.	2022 Undergraduate Admissions Policy	I	Access and Participation Plan 2020-2025	P	Vet Team in a Box initiative	Yes & triangulation	Discussions with staff groups	Presentation from admissions team	Liverpool Showcase on student engagement	Yes			The various ways in which the school is working to increase the diversity of the student body is impressive, including initiatives such as the faith panel session and Vet Team in a Box.			22. The school is to be commended for proactively exploring ways to increase the diversity of the student body, especially with the trend in widening participation targets, faith panel session and the Vet Team in a Box initiative.
4.3	The school must provide accurate and current information regarding the educational programme easily available for prospective students. The information must include the accreditation status of the degree course (whether by RCVS or other relevant accrediting bodies), selection and progression criteria, the demands of the course and the requirements for eventual registration/licence, including fitness to practise.	Admissions information on website	I	Attrition data	O		Triangulation only	Discussion with students	Presentation from admissions team			Yes		The marketing information on the School's website refers to RCVS accreditation but does not reference AVBC or SAVC.	23. The School must include the accreditation status of the programme by all accrediting organisations within its marketing literature.		
4.4	Selection and progression criteria must be clearly defined, defensible, consistent and free from discrimination or bias. The criteria must also include relevant factors other than academic performance. The academic requirements for entering the programme must be sufficient for the student to cope with the demands of the programme upon entry.	Contextual admissions information	I	Attrition Data	O		Triangulation only	Discussions with admissions committee	Discussions with students		Yes						
4.5	The school must demonstrate their selection and progression criteria and processes are effective in identifying students with the potential to achieve the RCVS Day One Competences. This must be achieved through regular and effective training for staff involved and the routine collection and analysis of selection and progression data, to enable them to evaluate, reflect and adjust the selection and progression criteria where necessary.	Recruitment, Admissions and WP (RAWP) Committee ToR	I	EDI training for staff & external interviewers	P	RAWP review of attrition data	Triangulation only	Discussions with admissions team			Yes						
4.6	There must be clear policies and procedures as to how applicants with disabilities or illness will be considered and, if appropriate, accommodated on the programme, taking into account the requirement that all students must be capable of meeting the RCVS Day One Competences by the time they graduate.	Undergraduate admissions policy	I	Screenshots of support service pages, disability advice and guidance	P	DSP results for years 1-5 along with a summary report	Triangulation only	Discussions with admissions team	Discussions with students	Discussions with Disability Support Lead	Yes						
4.7	Students must be actively supported to develop resilience, self-reflection and professional values in line with the RCVS Code of Professional Conduct and must not be subject to behaviour which undermines their professional confidence, performance or self-esteem at any sites where teaching and / or learning takes place.	Bullying and harassment policy	I	Various staff training descriptors and details. Details of what to do if a student feels unsafe on placement	P	Vet GDP Adviser survey & Graduate surveys	Triangulation only	Discussions with undergraduate clinical and postgraduate students	Discussions with senior team	Redacted hard copies of portfolios	Yes						

Domain 4 - Supporting Students														Comments	Recommendations	Suggestions	Commendations	
Standard	Repository Evidence						Further evidence needed on visitation?	Visitation Evidence			Recommended Outcome							
	Type = Input (I), Process (P) or Outcomes (O)							Supporting evidence # 1	Supporting evidence # 2	Supporting evidence # 3	Standard Met	Partially Met	Not Met					
	Supporting evidence # 1	Type	Supporting evidence # 2	Type	Supporting evidence # 3	Type		Supporting evidence # 1	Supporting evidence # 2	Supporting evidence # 3								
4.8	Students must receive continuous and effective educational support to enable them to achieve the learning outcomes of the programme and the RCVS Day One Competences, including the provision of regular, constructive and meaningful feedback on their performance and progress in a timely manner.	I	Feedback policy & Engagement and professionalism policy	I	Examples of different types and styles of feedback given to students	P	NSS action plan and progress plan	O	Yes & triangulation	Demonstration of LiftUpp	Discussions with staff groups, interns, residents	Discussions with students	Yes				The use of workplace-based assessments and LiftUpp is enabling continual and timely feedback for students. This is clearly embedded within the programme and appreciated by students and staff.	24. The effective, longitudinal and timely feedback using LiftUpp is embedded within the programme and appreciated by both students and staff
4.9	Effective processes must be in place by which students can convey their needs and wants to the school. The school must demonstrate how student feedback is considered and acted upon.	P	Various examples of surveys and feedback questions given to students	P	Internal outcomes assessment reports, NSS action plan	O			Yes & triangulation	Discussions with students	Discussions with tutors and academic staff	Canvas demonstration	Yes					
4.10	The school must provide students with a mechanism, anonymously if they wish, to offer suggestions, comments, and complaints regarding the compliance of the school with the RCVS standards for accreditation and that Day One Competences are being met. All such feedback from students must be reported to the RCVS as part of the annual report.	P	Details of Message the Dean initiative	P	VetGDP adviser & graduate surveys	O			Triangulation only	Discussions with students	Discussions with staff leadership team		Yes					
4.11	The basis for decisions on progression (including academic progression and professional fitness to practise) must be explicit and readily available to the students. The school must provide evidence that it has effective processes in place to identify and provide remediation and appropriate support (including termination) for students who are not performing adequately in any area of the programme.	I	Engagement and professionalism policy, programme handbook	I	A variety of meeting minutes from LiftUpp, engagement meetings and support for students at risk of failure	O	Progression summary	O	Triangulation only	LiftUpp review	Presentation on assessment	Discussions with LTSO, students, and support staff	Yes					
4.12	The school must ensure that students are competent and sufficiently experienced in animal handling before they begin clinical placements and / or workplace learning, and that they are fully briefed regarding all relevant Health and Safety matters.	I	Learning outcomes and task lists for Equine, farm and small animal handling	I	Health & Safety codes and briefing statements for students, examples of HACS lecture slides	P	1st year BVSc survey results and animal handling assessment results	O	Triangulation only	Discussions with students and staff groups including EMS co-ordinators	Observation on farm tours		Yes					
4.13	Mechanisms for dealing with student misconduct and/or the exclusion of students from the programme, either for academic reasons, misconduct or under fitness to practise procedures, must be explicit.	I	Programme handbook and various policies on fitness to practise, engagement and professionalism, student fitness to continue in practice	I	Examples of team meetings discussing concerns, concern form paper work, professionalism tariff points chart, as well as examples of processes used with students	P, O	Appeals data 20/21	O	Triangulation only	Discussions with students	Discussion with admissions team		Yes					
4.14	The school must have in place effective processes for the resolution of student grievances.	I	Various complaints policies and student charters on complaints, bullying, harassment. Student charter.	I	Complaints flowchart, student complaints profoma	P, I	Complaints outcomes for the past 5 years	O	Triangulation only	Discussion with students	Discussions with tutors and academic staff		Yes					
4.15	School policies for managing appeals against decisions, including admissions, academic and progression decisions, must be transparent and publicly available.	P	Appeals processes for exam results and termination of studies	P	Appeals data 20/21	O			Triangulation only	Presentation on assessment			Yes					

Domain 5 - Supporting Educators															Comments	Recommendations	Suggestions	Commendations
Standard	Repository Evidence						Further evidence needed on visitation?	Visitation Evidence			Recommended Outcome							
	Type = Input (I), Process (P) or Outcomes (O)							Supporting evidence # 1	Supporting evidence # 2	Supporting evidence # 3	Standard Met	Partially Met	Not Met					
	Supporting evidence # 1	Type	Supporting evidence # 2	Type	Supporting evidence # 3	Type												
5.1	The school must ensure that all educators who are involved with student teaching have successfully completed, or are working towards, a quality assured programme of teacher training, which effectively prepares educators for their roles.	University of Liverpool Teaching Recognition and Accreditation (ULTRA) Framework	I	Record of educators and guides for peer observations	P	Peer observation and teaching evaluation proformas. 2021-22 ITE data analysis	O	Yes	Discussion with senior team and academic staff				Yes		There was conflicting information in the repository; suggests less than 50% with a quality assured programme of teacher training. Many staff listed with FHEA which, although useful, is not a quality assured programme of teacher training. Attempts to gain clarity during visitation unsuccessful.	25. The School must develop and implement a clear plan to ensure all staff involved in teaching complete a programme of quality assured teacher training.		
5.2	All educators involved in teaching and / or supporting students' learning within the programme must demonstrate their continued competence and effectiveness.	Various documents to demonstrate the processes of peer observation and teaching evaluations	I,P	Guides for peer observations	P			Yes	Discussions with staff groups and leadership team	PG student discussions			Yes					
5.3	An appraisal system for all staff must be in place. The school must provide evidence that it has a comprehensive, effective and publicised programme for the professional development of staff. Promotion criteria must be appropriate, clear and explicit.	Policy and procedure for Personal Development Reviews. Guidance on promotion opportunities.	I	PDR completion rates, staff surveys.	O	Promotion lists and staff turnover records	O	Yes & triangulation	Discussion with all staff groups	Evidence of staff being successfully promoted			Yes					
5.4	The school must support educators by dealing effectively with concerns of difficulties they face as part of their educational responsibilities. Effective processes must be in place to support the physical, emotional and welfare needs of staff.	Policies and strategies for staff wellbeing, Diversity & Inclusion	I	Grievance procedure, summary of complaints and actions	P, O	Results of staff survey	O	Triangulation only	Discussions with all staff groups				Yes					
5.5	Academic positions must offer the security and benefits necessary to maintain stability, morale, continuity, and competence of the educators. Educators and staff must have a balanced workload of teaching research and service depending on their role; and must have reasonable opportunity and resources for participation in scholarly activities.	2018 Staff induction handbook, various staff wellbeing resources	I	CPD records, staff hours records	O	Staff surveys and attrition data	O	Yes & triangulation	Discussions with all staff groups	Discussions with senior leadership team on balance between teaching, research and clinical activity			Yes					
5.6	The school must provide staff with a mechanism, anonymously if they wish, to offer suggestions, comments, and complaints regarding compliance of the school with the RCVS standards for accreditation and that Day One Competences are being met. All such feedback from staff must be reported to the RCVS as part of the annual report.	Vet school feedback form	P	Summary of anonymous feedback	O	SVS townhall discussion	P	Triangulation only	Discussions with all staff groups				Yes					

Domain 6 - Curriculum and Assessment														Comments	Recommendations	Suggestions	Commendations	
Standard	Repository Evidence						Further evidence needed on visitation?	Visitation Evidence			Recommended Outcome							
	Type = Input (I), Process (P) or Outcomes (O)							Supporting evidence # 1	Supporting evidence # 2	Supporting evidence # 3	Standard Met	Partially Met	Not Met					
	Supporting evidence # 1	Type	Supporting evidence # 2	Type	Supporting evidence # 3	Type												
6.1	Veterinary programmes must be designed and delivered to ensure that students, upon graduation, have achieved the programme learning outcomes (targeted at FHEQ level 7 or equivalent) and the RCVS Day One Competences.	Mapping to Day One Competences	P	Programme revalidation report	O	VetGDP Outcomes evidence from graduates and employers	O	Yes	Curriculum presentation and mapping	Discussions with different groups of staff, including rotation leads		Yes			Leadership team reported no significant changes to the curriculum since the new standards. Many staff are discussing cases in the GP 'context' such as the referral letter and approach in primary care, but experience of routine GP work is rare according to students, triangulated through discussions with staff including rotation leads (casework remains primarily referral).		26. The focus of clinical teaching should be reviewed with reference to a general practice context.	
6.2	The curriculum shall extend over a period equivalent to a minimum of five academic years and must include a sufficient quantity and quality of hands-on clinical education to ensure students are prepared to meet the requirements of the veterinary role upon graduation.	Curriculum map and timetables	I	Programme spec, mapping document	I	VetGDP Outcomes evidence from graduates and employers	O	Triangulation only	Curriculum presentation			Yes						
6.3	Veterinary programmes must be underpinned by pedagogical theory or based on best educational practice, involving input from educators, students, employers and other relevant stakeholders, and subject to regular evaluation and review.	Programme handbook	I	EE reports and IPRs	O	VetGDP Outcomes evidence from graduates and employers	O	Yes	discussions with senior leadership team			Yes			Feedback from external stakeholders is rare compared to that from internal groups. Significant action / changes to the programme have yet to be made in response to the themes emerging from external stakeholder feedback.		27. The school should consult and utilise external stakeholders (and their feedback) as part of their curriculum review.	
6.4	The majority of clinical education delivered by the School must focus upon casework in the 'general practice' context, reflecting the reality of veterinary practice in society.	Various clinical rotation documents	I	Examples of teaching documents	P	Audit data, heads of service meetings	O	Yes	Discussions with staff groups, students and senior leadership team	Discussions with clinical students	Rotation leads meeting, Observation on tours		Yes		No significant changes to the type of casework seen by students since the new accreditation standard was introduced. Attempts by staff to mention the 'GP referral letter' or similar links to the GP context, but this has had little impact on outcomes data to date.	28. The school must provide substantial opportunity, in accordance with the guidance for this standard, for students to have hands-on experience and manage routine and common conditions (including conversations around finance), and preventative healthcare throughout the programme (in particular with small animals).		
6.5	The curriculum must describe appropriate learning outcomes which represent and effectively align the required knowledge, skills, and behaviours of a veterinary surgeon with teaching, learning and assessment activities within a cohesive framework.	Learning outcomes and programme specification	I	Curriculum board minutes, revalidation documents	P, O	IPR and other review data	O	Yes	Presentation on curriculum mapping			Yes			Although the process for curriculum mapping appeared to be detailed, this was developed and managed by a single individual.		29. The school should ensure the risk of reliance on one individual for curriculum mapping is mitigated and embed the process throughout the school.	
6.6	Under all teaching situations students must be actively engaged in the case. In the majority of cases, students must be actively involved in the investigation and management of the patient (including practical aspects of diagnosis and treatment, as well as clinical reasoning and decision-making).	A selection of rotation expectations	I	Student feedback	O	NSS and LiftUpp data	O	Triangulation only	Discussions with staff at UVP	Discussions with academic staff and students	Review of examples in LiftUpp	Yes						
6.7	The programme must give students the opportunity to learn and practise alongside other members of the veterinary team in an holistic manner that reflects the reality of veterinary practice in society.	Staff lists	I	Various teaching examples	P	VetGDP Outcomes evidence from graduates and employers	O	No	Discussions with support staff			Yes						
6.8	Students must be supported to gain experience which consolidates their learning throughout the programme through the completion of Extra Mural Studies (EMS). This must be delivered in line with RCVS EMS Policy.	Selection of input data including University Framework for Quality and Standards	I	EMS processes and reasonable adjustment proforma	P	EMS feedback and completion data	O	Yes & triangulation	Discussions with students	Discussions with EMS support staff		Yes						
6.9	There must be an appropriate structure and resources in place to ensure the oversight, coordination and quality assurance of EMS. There must also be sufficient administrative support in place to assist the students	EMS handbook and staff roles	I	Committee details	P	Sample of EMS feedback	O	Triangulation only	Discussions with EMS support staff and students			Yes						
6.10	The school must have processes in place to ensure that students are supported in the identification of relevant learning outcomes for their EMS placements, and record and reflect on their achievement.	EMS handbook and CANVAS details	I	Examples of feedback	O			Triangulation only	Student hard copy portfolios	Discussions with EMS support staff and students		Yes						
6.11	The EMS experience must be individual to the student, and they must be able to tailor their experience based on their own learning needs.	EMS handbook	I	EMS plan discussion examples and reflective journals	O	EMS plan review confirmation	O	Yes & triangulation	Student hard copy portfolios	Discussions with EMS support staff and students		Yes						
6.12	There must be a system in place which allows for feedback from EMS providers of students' performance during EMS placements to be communicated with relevant academic staff.	Guidance and feedback forms	I, P	Examples of feedback	O			Yes & triangulation	Review of hard copies of feedback forms	Discussions with EMS support staff and students		Yes						

Domain 6 - Curriculum and Assessment														Comments	Recommendations	Suggestions	Commendations			
Standard	Repository Evidence						Further evidence needed on visitation?	Visitation Evidence			Recommended Outcome									
	Supporting evidence # 1	Type	Supporting evidence # 2	Type	Supporting evidence # 3	Type		Supporting evidence # 1	Supporting evidence # 2	Supporting evidence # 3	Standard Met	Partially Met	Not Met							
6.13	The school must demonstrate that EMS placements consolidate skills which have previously been taught during the programme.	Handbook	I	EMS skills lists	I	EMS reflective journal, and EMS provider feedback examples	O	Yes	Discussions with students				Yes			Students reported that some areas of the programme were experienced for the first time on EMS and this was daunting, examples included small animal surgery, live animal examination and small animal dentistry.		30. The school should increase experiential opportunities to practice clinical and surgical skills prior to EMS placements.		
6.14	The school must develop and implement a comprehensive and robust assessment strategy, at the programme and modular/unit level, which provides evidence that students meet the requirements for progression across the programme and the Day One Competences upon completion.	Programme information handbook and policy	I	Annual subject action plans	P	Periodic review documents, a range of reports and feedback	O	Yes	Discussions with staff groups	Presentation on assessment				Yes		The move to workplace-based assessment (WPBA) was positive and supported by staff and students in terms of feedback, but the majority of assessments remained at the individual competence level rather than holistic assessment of competence across whole tasks as required of a Day One Competent graduate.		31. The school must review their assessment strategy to ensure it addresses holistic assessment of competency at a programme level.		
6.15	The validity, reliability and educational impact of assessments must be appropriate to their purpose (high/low stakes) and evidenced through relevant evaluation data.	Assessment planning documents	I	Student dashboard details, LiftUpp panel meeting notes	P	Reliability data	O	Yes	Presentation on assessment	Discussions with staff				Yes		Some QA data was available for written exams, but little or no data for performance assessments within rotations. Whilst a process was described to sample content in assessments, no blueprints were provided to ensure content validity. No data on construct validity were presented, and data evidencing reliability was provided for some but not all assessments. There was scope for this to be done for the new assessment approach, but these analyses were not being carried out as part of their internal QA / QI.		32. The school must provide clear evidence of validity and reliability for assessment methods used throughout the programme, as described in the guidance for this accreditation standard.		
6.16	The assessment tasks and grading criteria for each unit of study in the programme must be clearly identified, and available to students in a timely manner well in advance of their assessment. Requirements to pass including the effect of barrier assessments must be explicit.	A range of different handbooks	I	A variety of guidance documents including LiftUpp, and portfolio guidance	P			Triangulation only	Discussions with students				Yes							
6.17	Assessments must be designed and carried out by individuals with appropriate expertise in the area being assessed, who have been trained in their role as an assessor and understand what is required to make the process robust, including honesty, fairness, consistency, and judgements free from bias.	A range of policies and guidance around marking, feedback, and academic development	I	A variety of training examples	P	Outcomes data for written questions	O	Yes	Discussions with staff groups, interns, residents					Yes		Some staff using LiftUpp had received little or no training, and the training in place was primarily aimed at using the online system.		33. The School must ensure all staff involved in feedback and assessment complete appropriate training to ensure consistency and fairness for students.		
6.18	Assessment load must be sufficient to provide both formative and summative feedback to support students' progress, and to evidence achievement, remaining cognisant of workloads for staff and students.	Timetables	I	Staff surveys	O	NSS data	O	Triangulation only	Discussions with staff groups	Presentation on assessment			Yes			The majority of QA for assessment was carried out by a small group of individuals. The portfolios for all students were reportedly marked by a small number of individuals, this may not be sustainable long term.		34. The school should review key staff workload associated with portfolio marking and post exam analysis.		
6.19	The school must have appropriate moderation processes in place to ensure parity within and between individual units of study, across the programme, with other institutions; and to ensure that each student is treated without bias.	Moderation documents	I	Moderation guidance	P	Moderation findings and action plans	O	Triangulation	Presentation on assessment	Discussions with academic staff			Yes			Standard setting approaches were not always in line with best practice. For example standard setting of OSPEs and using the modified Hofstee method to make high stakes decisions.		35. The school should review moderation and standard setting processes to be in line with international best practice.		
6.20	There must be a system for students to keep a record of the quality and quantity of their clinical experience and reflect on their development of clinical and non-clinical skills over the duration of the programme. These records must be regularly reviewed by an educator to inform an individualised development plan. Consolidated data must contribute to the quality improvement of the programme.	Clinical skills diary examples, details of LiftUpp guidance and training	O,P	A variety of process examples around LiftUpp with profiles	P	A range of portfolio examples and related meeting minutes	O	Triangulation	Discussions with staff groups	Discussions with senior team	Review of portfolios		Yes			LiftUpp provides an excellent platform for recording skills and clinical progression of individual students. Consolidation of the entire LiftUpp data around WPBA is needed to provide validity and support the QA of the assessment, in addition to informing quality improvement of the programme as a whole		36. The school must ensure that data from the student clinical experience are consolidated and utilised to inform the quality assurance of the programme.		
6.21	The school must demonstrate a commitment to research led teaching throughout the veterinary programme.	Educational research	P	SOAP sheets	P	Examples of research led teaching	O	No	Discussions with staff	Showcase presentation on research	Discussions with students		Yes							
6.22	All students must be trained in scientific method and research techniques. All students must have opportunities to participate in research programmes.	Learning outcomes for research	I	Examples of student projects	O	Student feedback on research skills	O	No	Showcase presentation	Discussions with research staff, interns, residents.	Discussions with BVSc students on their experiences		Yes			The research opportunities for students were comprehensive and varied.		37. The school is commended on its commitment to research which is integrated throughout the programme and opportunities for students to participate in a range of initiatives		



UNIVERSITY OF LIVERPOOL

School of Veterinary Science Response to RCVS accreditation visit 2023

The School would like to thank the panel for their time during the visit, for compiling the report and for the commendations contained within it.

Domain 1 – The Learning Environment

Recommendations

1.5 The School must increase the number and range of small animal general practice cases that students are exposed to. (Standard 1.5 partially met)

Response

The School currently utilises the University Veterinary Practice (First Opinion and Emergency/Urgent Care) and Small Animal Teaching Hospital to allow our students to experience a spectrum of small animal care. In addition to our current provision, the UVP will begin providing its own out-of-hours provision to expose students to further general practice emergency and urgent care cases. This will significantly increase the breadth of cases for the student experience during the current two weeks of rotation at the UVP (students on both the small animal and the exotics rotation weeks will participate). We intend to begin a new First Opinion and Emergency/Urgent Care service on the Leahurst campus after remodelling existing facilities and hiring new staff members. Our goal is to establish this stand-alone practice in the 2025-26 academic year and it will form the basis of a new required rotation week, mirroring the small animal rotation week at the UVP. In addition, we are currently exploring a number of external opportunities to increase small animal general practice cases, including service partnerships with external charities and private practices.

Suggestions

1.1 The School is encouraged to explore the provision of space for large class teaching which will accommodate increased cohort numbers at Leahurst, and to ensure that charging options for devices is provided. (Standard 1.1)

Response

Following expansion of the Leahurst lecture theatre in 2016, we have created an additional streaming room opposite the lecture theatre to accommodate the larger cohort of students and to provide an alternative learning space for students for whom a large-scale lecture theatre is not the preferred environment. Indeed, our attendance monitoring systems indicate that students already choose to access lectures in a variety of ways, hence our attendance requirement focuses only on non-lecture sessions. Lectures are live streamed directly from the lecture theatre to the streaming room allowing students to see and hear the delivered content. The combined capacity of these two spaces accommodates the current and anticipated student cohort sizes for the foreseeable future. The charging points for devices are being installed in the lecture theatre over the summer and this work is due to be completed by September 2023.

1.1 The School should increase the provision of breakout rooms in the Small Animal Teaching Hospital, particularly within the cardiology rotation. (Standard 1.1)

Response

There are central break out spaces in the Small Animal Teaching Hospital, which are available for all rotations. In addition, the redevelopment work of the Jordan Building, scheduled to be undertaken in the 2023/24 academic year, will provide three additional breakout spaces for students. Additional

alternative breakout space is available on the first floor of Leahurst House. This has previously been successfully used as student breakout space

1.1 Parking space is at a premium on the Leahurst campus and the School is encouraged to expand these facilities and consider other sustainable transport options. (Standard 1.1)

Response

The School is exploring transport links to the Leahurst Campus including the use of local bus provision.

1.5 Access to normal animals for examination purposes in the pre-clinical years should be increased. (Standard 1.5)

Response

The new Vet School Hub on the Liverpool campus has rooms designed to accommodate normal animals for examination purposes in the pre-clinical years. Options are being explored for involvement of staff animals in clinical skills practical classes in years 1-3.

1.5 The School is encouraged to increase student exposure to hands-on dental experiences in the final year. (Standard 1.5)

Response

As previously described, in addition to an enhanced provision at the UVP, we are also planning a primary care provision on the Leahurst campus, which will enhance the students' experience on primary care caseloads, including dental prophylaxis and treatment. We are also exploring a number of external opportunities to increase small animal general practice cases, including service partnerships with external charities and private practices.

The increased provision will include live cases which will increase student exposure to dental cases and we will additionally provide increased dental provision in the clinical skills labs at Leahurst.

Domain 2 – Organisation, Culture and Values

Recommendations

2.3 The School must use the results of the VetGDP outcomes surveys to inform changes to the curriculum. (Standard 2.3 partially met)

Response

The Vet GDP survey results will be shared with all staff and each department will be asked to review the results pertaining to its teaching and provide suggested actions. These results and actions will feed into our external outcomes assessment process via the Curriculum Development Group and as such will be used to inform evidence-based changes to the curriculum. While we have thus far received VetGDP data from two cohorts four months post-graduation, these cohorts were significantly impacted by COVID-19 and we look forward to adding 18-month data to further inform our curriculum.

Suggestions

2.1 The School should provide clear evidence that feedback from consultation with external stakeholders is effectively communicated and responded to. (Standard 2.1)

2.3 The School should ensure that feedback obtained from a range of external stakeholders is responded to. (Standard 2.3)

Response

The external stakeholder engagement evidence provided in the repository included 2022 focus groups with primary care clinicians reviewing our curriculum in a general practice context, SVS graduate and employer surveys (superseded by VetGDP) and external examiner comments and feedback. We are currently formalising external stakeholders focus groups and events to include representatives from EMS providers, graduate employers, faith leaders and alumni. Feedback from these sessions will feed into our external outcomes assessment process alongside additional feedback data including VetGDP surveys and we will respond accordingly via the Curriculum Development Group.

2.6 The School is encouraged to continue to develop and implement a structured sustainability action plan. (Standard 2.6)

Response

As part of our School Strategic Plan we have identified five key goals, one of which is Sustainability. A working group has now been established to outline key deliverables and actions for the future in relation to sustainability and will include input from both staff and students. Progress towards achieving these actions will be monitored and reviewed on an ongoing basis.

Domain 3 – Educational Governance and Quality Improvement

Recommendations

3.2 The School must increase its focus on external stakeholder engagement and responding to feedback. (Standard 3.2 partially met)

3.8 The School must collect and respond to external stakeholder feedback, including the recommendations and suggestions arising from RCVS accreditation events. (Standard 3.8 partially met)

Response

As outlined in response 2.1 and 2.3, we will formalise engagement with and respond to feedback from external stakeholders' groups as part of our external outcomes assessment process. All recommendations and suggestions from accreditation events will form part of our external outcomes assessment processes and be used to inform iterative curricular enhancement alongside internal outcomes assessment data.

For example, since the previous accreditation visit, we have expanded the capacity of the Leahurst lecture theatre and provided a separate streaming room for students to accommodate the current and future cohort sizes. The 2016 report similarly mentions the Liverpool campus; we wish to confirm that the Liverpool campus has plenty of centrally bookable large lecture theatre spaces appropriate to the needs of the BVSc programme.

3.14 Whilst individual Day One Competences are being assessed, the School must ensure that the assessment of holistic competence is evidenced. (Standard 3.14 partially met)

Response

As part of the annual curriculum review process, we will review our assessment processes to ensure a developmental and programmatic approach to assessing holistic competence. Review of assessment will be overseen by the Board of Studies and Curriculum Board to ensure appropriate levels of assessment in keeping with outcomes being assessed and in line with University assessment policies. This will include proposals to introduce credit weighting to non-exam-based assessment of competence and enhanced assessment of holistic clinical competence during the rotation phase.

Suggestions

3.5 The School is encouraged to continue to actively recruit staff to their vacant posts. (Standard 3.5)

Response

Vacant posts are regularly reviewed by Heads of Department and progress on recruiting to roles is discussed on a fortnightly basis in our Vet School Executive Team (VSET) management meetings. Since January 2023 we have made 10 new academic appointments at either Lecturer or Senior Lecturer grade and have successfully appointed a Clinical Pathologist due to commence in post in October 2023.

3.7 More formal structures for engaging postgraduate students within the staff/student liaison committee is encouraged. (Standard 3.7)

Response

Staff:Student Liaison Committees (SSLC) only occur for taught programmes. Postgraduate research students are managed via the Doctoral College through a different process in keeping with university guidance. The BVSc SSLC is currently only for BVSc students however from the 23/24 academic year, we will recruit intern and resident representatives to sit on SSLC to provide input and feedback.

There are SSLCs for the postgraduate taught programmes in Physiotherapy, Veterinary Business Management (VBM) and the Diploma in Bovine Reproduction (DBR). These have recently been more formalised in response to the university Internal Periodic Review The CertAVP is required by the RCVS to be fully flexible and so a year cohort, by definition, does not exist meaning an SSLC cannot take place for this group of students and other mechanisms are used to obtain student feedback including end of module surveys to which module coordinators respond and communicate their responses to the delegates.

3.13 *The School should formalise its quality assurance processes with Eye Vet. (Standard 3.13)*

Response

There are formal QA processes with the Eye Vet which include regular visits to the site. These processes are stipulated in our contract. In the last year there were seven in-person visits plus an accreditation visit. A formal workshop on teaching and assessment has been delivered and staff have access to an online Canvas course. An annual peer observation of teaching is conducted and there is an annual Health and Safety inspection. Student feedback is collected as part of our internal outcomes assessment processes as with all our other internal rotations.

Domain 4 – Supporting Students

Recommendations

4.3 *The School must include the accreditation status of the programme by all accrediting organisations within its marketing literature. (Standard 4.3 partially met)*

Response

Our website has been updated to show the accreditation status for all accrediting organisations and can be seen on our website on these links:

<https://www.liverpool.ac.uk/veterinary-science/about-us/>

<https://www.liverpool.ac.uk/veterinary-science/education/accreditation/>

Domain 5 – Supporting Educators

Recommendations

5.1 *The School must develop and implement a clear plan to ensure all staff involved in teaching complete a programme of quality assured teacher training. (Standard 5.1 partially met)*

Response

Any teaching staff who have not completed quality assured teacher training have been identified and Heads of Department have been charged with ensuring that they are enrolled on a relevant programme.

Junior members will complete specific training such as [PGCAP](#) or [FLTHE](#) as appropriate to their teaching workload. For more experienced senior staff entering from other institutions, this will likely involve enrolment on the [ULTRA](#) programme for an appropriate level of fellowship of the HEA.

Domain 6 – Curriculum and Assessment

Recommendations

6.4 *The school must provide substantial opportunity, in accordance with the guidance for this standard, for students to have hands-on experience and manage routine and common conditions (including conversations around finance), and preventative healthcare throughout the programme (in particular with small animals). (Standard 6.4 partially met)*

Response

As previously described we aim to enhance the provision of primary care experience for our students, which will inherently include exposure to common conditions, preventative healthcare and discussion of finance. In addition, daily case management rounds in practices and referral hospitals on campus will be reshaped to include an explicit conversation around daily spend and financial planning for

that case including consideration of the spectrum of care and financial conversations with clients.

6.14 *The school must review their assessment strategy to ensure it addresses holistic assessment of competency at a programme level. (Standard 6.14 partially met)*

Response

As identified in our response to 3.14, as part of the annual curriculum review process we will review our assessment processes to ensure a developmental and programmatic approach to assessing holistic competence. Review of assessment will be overseen by the Board of Studies and Curriculum Board to ensure appropriate levels of assessment in keeping with outcomes being assessed and in line with University assessment policies. This will include proposals to introduce credit weighting to non-exam-based assessment of competence and enhanced assessment of holistic clinical competence during the rotation phase.

6.15 *The school must provide clear evidence of validity and reliability for assessment methods used throughout the programme, as described in the guidance for this accreditation standard. (Standard 6.15 partially met)*

Response

We acknowledge that we did not provide sufficient data to confirm the validity and reliability of our assessment. Please see attached separate document to address this.

6.17 *The School must ensure all staff involved in feedback and assessment complete appropriate training to ensure consistency and fairness for students. (Standard 6.17 partially met)*

Response

Training is currently available for all staff engaged in feedback and assessment processes. Going forward the School will add this to our existing portfolio of obligatory online training modules which automatically track staff engagement. This will ensure that all relevant training has been completed, is reviewed at appropriate timepoints and staff receive reminders when retraining is due.

6.20 *The school must ensure that data from the student clinical experience are consolidated and utilised to inform the quality assurance of the programme. (Standard 6.20 partially met)*

Response

LiftUpp data will be analysed to identify gaps and/or areas of concern. This will be formally fed into the internal outcomes assessment process.

Suggestions

6.1 The focus of clinical teaching should be reviewed with reference to a general practice context. (Standard 6.1)

Response

See response 1.5 under Domain 1.

6.3 *The school should consult and utilise external stakeholders (and their feedback) as part of their curriculum review. (Standard 6.3)*

Response

See responses 2.1 and 2.3 under Domain 2 and responses 3.2 and 3.8 under Domain 3.

6.5 *The school should ensure the risk of reliance on one individual for curriculum mapping is mitigated and embed the process throughout the school. (Standard 6.5)*

Response

We are currently developing a platform to enable all staff to be able to access and input suggestions to the database and overarching control access will be extended to more than one individual.

6.13 *The school should increase experiential opportunities to practice clinical and surgical skills prior to EMS placements. (Standard 6.13)*

Response

Students have two hours per week of timetabled clinical skills every week through years 1–3, aimed at developing a range of clinical and surgical skills via models and simulation prior to exposure to

live animals. Clinical skills are examined in formative and summative assessments. This year (2023-24), third year skills are being enhanced with more applied skills and case-based scenarios. This continues into clinical rotations, alongside exposure to clinical cases.

6.18 *The school should review key staff workload associated with portfolio marking and post exam analysis. (Standard 6.18)*

Response

Business cases are submitted annually to review and address any staffing requirements. This is periodically reviewed throughout the year to respond to demand. This area was highlighted in February 2023 and two new posts submitted for approval.

6.19 *The school should review moderation and standard setting processes to be in line with international best practice. (Standard 6.19)*

Response

As part of our annual assessment review, we will review our standard setting processes.

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Domain 1 - The Learning Environment		School comments / Actions	Timeline
Recommendations	1.5 The School must increase the number and range of small animal general practice cases that students are exposed to. (Standard 1.5 partially met)	The University Veterinary Practice is planning to add out-of-hours provision to expose students to further general practice emergency and critical care cases.	2024-2025 academic year
		The School will explore establishing a primary care provision on the Leahurst campus.	2025-2026 academic year
		The School will continue to explore a number of external opportunities to increase small animal general practice cases, including service partnerships with external charities and private practices.	2024-2025 academic year
Suggestions	1.1 The School is encouraged to explore the provision of space for large class teaching which will accommodate increased cohort numbers at Leahurst, and to ensure that charging options for devices is provided. (Standard 1.1)	The School has already created a streaming room opposite the lecture theatre to accommodate the cohort numbers at Leahurst. Charging points for devices will be installed over the summer.	Sep-23
	1.1 The School should increase the provision of breakout rooms in the Small Animal Teaching Hospital, particularly within the cardiology rotation. (Standard 1.1)	There are central break out spaces in the Small Animal Teaching Hospital, which are available for all rotations. Redevelopment work of the Jordan Building, scheduled to be undertaken in 2023/24 will provide additional breakout spaces for students and alternative breakout space is available on the first floor of Leahurst House.	Completed
	1.1 Parking space is at a premium on the Leahurst campus and the School is encouraged to expand these facilities and consider other sustainable transport options. (Standard 1.1)	The School is exploring transport links to the Leahurst Campus including the use of local bus provision.	Sep-24
	1.5 Access to normal animals for examination purposes in the pre-clinical years should be increased. (Standard 1.5)	The new Vet School Hub on the Liverpool campus has rooms designed to accommodate normal animals for examination purposes in the pre-clinical years.	Sep-24
	1.5 The School is encouraged to increase student exposure to hands-on dental experiences in the final year. (Standard 1.5)	The School will enhance the provision at the UVP and plan a primary care provision on the Leahurst campus to enhance the students' experience on primary care caseloads, including dental prophylaxis and treatment. The School will explore external opportunities through a service partnership with external charities and/or private practices. The School will additionally provide dental provision in the clinical skills labs at Leahurst.	Sep-24
Domain 2 - Organisation, Culture and Values		School comments / Actions	Timeline
Recommendations	2.3 The School must use the results of the VetGDP outcomes surveys to inform changes to the curriculum. (Standard 2.3 partially met)	Vet GDP survey results will be shared with all staff and outcomes will be embedded within the School's external outcomes assessment process to inform evidence-based changes in the next curriculum review process.	Dec-23
Suggestions	2.1 The School should provide clear evidence that feedback from consultation with external stakeholders is effectively communicated and responded to. (Standard 2.1)	The School will formalise external stakeholders focus groups and events and ensure feedback is responded to	Feb-24

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	2.3 The School should ensure that feedback obtained from a range of external stakeholders is responded to. (Standard 2.3)		
	2.6 The School is encouraged to continue to develop and implement a structured sustainability action plan. (Standard 2.6)	The School has established a working group to develop a sustainability action plan and progress against the plan will be regularly monitored.	Completed
Domain 3 – Educational Governance and Quality Improvement		School comments / Actions	Timeline
Recommendations	3.2 The School must increase its focus on external stakeholder engagement and responding to feedback. (Standard 3.2 partially met)	The School will formalise external stakeholders focus groups and events and ensure feedback is responded to.	Feb-24
	3.8 The School must collect and respond to external stakeholder feedback, including the recommendations and suggestions arising from RCVS accreditation events. (Standard 3.8 partially met)		
	3.14 Whilst individual Day One Competences are being assessed, the School must ensure that the assessment of holistic competence is evidenced. (Standard 3.14 partially met)	The School will review assessments to ensure holistic competence is assessed.	Apr-24
Suggestions	3.5 The School is encouraged to continue to actively recruit staff to their vacant posts. (Standard 3.5)	Since January 2023 the School has made 10 new academic appointments at either Lecturer or Senior Lecturer grade and has successfully appointed a Clinical Pathologist due to commence in post in October 2023. Progress towards filling vacant posts is regularly monitored and discussed in the Vet School Executive Team (VSET) management meetings.	In progress
	3.7 More formal structures for engaging postgraduate students within the staff/student liaison committee is encouraged. (Standard 3.7)	The School will recruit intern and resident representatives to sit on the staff/student liaison committee (SSLC).	Oct-23
	3.13 The School should formalise its quality assurance processes with Eye Vet. (Standard 3.13)	The School has formal QA processes stipulated in its contract with Eye Vet. Quality is assured through: 1. regular visits 2. staff training on teaching and assessment 3. ensuring access to online Canvas materials 4. annual peer observation of teaching 5. annual Health and Safety inspection	Completed
Domain 4 – Supporting Students		School comments / Actions	Timeline
Recommendations	4.3 The School must include the accreditation status of the programme by all accrediting organisations within its marketing literature. (Standard 4.3 partially met)	The School's website has been updated to show the accreditation status for all accrediting organisations.	Completed

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Domain 5 – Supporting Educators		School comments / Actions	Timeline
Recommendations	5.1 The School must develop and implement a clear plan to ensure all staff involved in teaching complete a programme of quality assured teacher training. (Standard 5.1 partially met)	The School has identified existing staff involved in teaching who have not completed quality assured teacher training and these staff will be enrolled on a relevant programme. New staff will be expected to enrol on one of the routes offered.	In progress
Domain 6 – Curriculum and Assessment		School comments / Actions	Timeline
Recommendations	6.4 The school must provide substantial opportunity, in accordance with the guidance for this standard, for students to have hands-on experience and manage routine and common conditions (including conversations around finance), and preventative healthcare throughout the programme (in particular with small animals). (Standard 6.4 partially met)	The School will enhance the provision of primary care experience for students to include exposure to common conditions, preventative healthcare and discussion of finance.	Apr-24
		In the next academic cycle the School will reshape daily case management rounds to include an explicit conversation around daily spend and financial planning.	Oct-23
	6.14 The school must review their assessment strategy to ensure it addresses holistic assessment of competency at a programme level. (Standard 6.14 partially met)	A review of the assessment strategy will form a core component of the curriculum review process. In the interim the School will introduce credit weighting to non-exam-based assessment of competence and enhance holistic competence assessment in the rotation phase.	Apr-24
	6.15 The school must provide clear evidence of validity and reliability for assessment methods used throughout the programme, as described in the guidance for this accreditation standard. (Standard 6.15 partially met)	The School will provide additional documentation to evidence meeting the requirement of this standard.	Completed
	6.17 The School must ensure all staff involved in feedback and assessment complete appropriate training to ensure consistency and fairness for students. (Standard 6.17 partially met)	The School will develop a method of tracking staff engagement to ensure that all relevant training has been completed.	Apr-24
	6.20 The school must ensure that data from the student clinical experience are consolidated and utilised to inform the quality assurance of the programme. (Standard 6.20 partially met)	The School will analyse LiftUp data to identify gaps and/or areas of concern which will be formally fed into the internal outcomes assessment process.	Dec-23
Suggestions	6.1 The focus of clinical teaching should be reviewed with reference to a general practice context. (Standard 6.1)	The University Veterinary Practice will add out-of-hours provision. The School will explore establishing a primary care provision on the Leahurst campus. The School will continue to explore a number of external opportunities to increase general practice cases, including service partnerships with external charities and private practices.	Sep-26
	6.3 The school should consult and utilise external stakeholders (and their feedback) as part of their curriculum review. (Standard 6.3)	The School will formalise external stakeholders focus groups and events to gather feedback to inform the curriculum review process.	Feb-24
	6.5 The school should ensure the risk of reliance on one individual for curriculum mapping is mitigated and embed the process throughout the school. (Standard 6.5)	The School is currently developing a platform to enable all staff to be able to access and input suggestions to the database and overarching control access will be extended to more than one individual.	Nov-23

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	6.13 The school should increase experiential opportunities to practice clinical and surgical skills prior to EMS placements. (Standard 6.13)	Within the current academic year, third year skills have been enhanced with more applied skills and case-based scenarios.	Completed
	6.18 The school should review key staff workload associated with portfolio marking and post exam analysis. (Standard 6.18)	This area was highlighted in a planning meeting in February 2023 and two new posts to commence in 2023/24 academic year have been submitted for approval.	Completed
	6.19 The school should review moderation and standard setting processes to be in line with international best practice. (Standard 6.19)	As part of the annual assessment review, the School will review the standard setting processes.	Apr-24

Annex 3 - Liverpool School of Veterinary Science 2023 visitation timetable:

Day 1 - Tuesday 14th March

Time	Meeting / Tour	Attendees	Scope / focus
07:30	Travel to Leahurst Campus		
08:00	Panel meeting		
08:15-08:45	Introductions with Senior Team (School of Veterinary Science Executive Team)	Professor Paul Lunn, Dean Ms Adele Maggs, Head of Operations IVES Ms Sioned Evans, School Manager, School of Veterinary Science Professor Debra Archer, Veterinary Clinical Research Lead Professor Cathy McGowan, Head of Veterinary Education Professor Kieron Salmon, Director of BVSc Curriculum Professor Tom Maddox, HoD, DSACS Professor Mark Senior, HoD, DECS Professor Lorenzo Ressel, HoD, VAPP Professor Rob Smith, HoD, LOH	
08:50 – 10:20	Presentation on curriculum & questions	Professor Cathy McGowan, Head of Veterinary Education Professor Kieron Salmon, Director of BVSc Curriculum Ms. Addy Darnton, Student Experience Team Leader Dr Zeeshan Durrani, 1 st year lead Dr Karin Mueller, 2 nd year lead Dr Rita Papoula Pereira, 3 rd year lead Dr Harry Carslake, 4 th year lead Dr Dan Batchelor, 5 th year lead Ms. Jo Oultram, Food animal teaching lead Dr. Emma Ormandy, UG assessments officer Dr. Alison Reid, Director of Student Experience Professor Alex German, Director of Quality Assurance BoS Student representatives: LUVS co-presidents: Toby Lloyd, Hamish Rose LUVS Liverpool VP: Anna Maxwell LUVS Leahurst VP: Tom Penn	To cover: - Overview of whole curriculum structure and each year, and how maps to D1C early and core subjects. - Pedagogical theory underpinning design of curriculum - Example of how a particular topic is delivered and mapped across the 5 years - Details of what students do in rotations, and how it relates to general practice.
10:20-10:25	Comfort break		

<p>10:25 - 14:55</p>	<p>Tours: Split into 2 groups</p> <p>Group 1 – Leahurst Tour Group 2 – Liverpool campus Inc. zoom call with Eye Vet staff</p>	<p><u>Group 1 Leahurst Campus Tour:</u> Sue Paterson Jordan Nicholls Jim Anderson Jennie Hodgson Erica Cook Kate Richards</p> <p><u>Group 2 Liverpool Campus Tour:</u> Linda Prescott-Clements Kate Cobb Rosanne Taylor David Mazzocchi-Jones Pred Prokic Kirsty Williams</p>	
<p>14:55 - 15:25</p>	<p>Panel members regroup and debrief</p>		
<p>15:25 - 16:05</p>	<p>Meeting Estates staff / facilities</p>	<p>Ms Adele Maggs, Head of Operations IVES Ms Sioned Evans, School Manager Dr Chris French, Head of Technology, Infrastructure and Environment, Faculty of Health and Life Sciences Mr John Brennan, Service Hub and Performance Manager Mr Kevin Malyon, Facilities Manager, Leahurst David Abbey, IT</p>	
<p>16:10- 16:55</p>	<p>Mop up session with Senior team (no presentation) VSET</p>	<p>Professor Paul Lunn, Dean Ms Adele Maggs, Head of Operations IVES Ms Sioned Evans, School Manager, School of Veterinary Science Professor Debra Archer, Veterinary Clinical Research Lead Professor Cathy McGowan, Head of Veterinary Education Professor Tom Maddox, HoD, DSACS Professor Mark Senior, HoD, DECS Professor Lorenzo Ressel, HoD, VAPP Professor Rob Smith, HoD, LOH</p>	
<p>17:00 - 17:30</p>	<p>Reserved for confidential sessions. (online)</p>		
<p>17:30</p>	<p>Travel back to accommodation</p>		

Day 2 Wednesday 15th March

Time	Meeting / Tour	Attendees	Scope / focus
07:30	Travel to Leahurst		
08:00	Panel meeting		
08:30 – 09:30	Presentation from the Dean (max 20 minutes)	Professor Paul Lunn, Dean Ms Adele Maggs, Head of Operations IVES Ms Sioned Evans, School Manager, School of Veterinary Science Professor Cathy McGowan, Head of Veterinary Education	Future plans, oversight of expansion (Inc. Leahurst) for increasing cohorts, budgets at school level, how is money allocated & funding plan, autonomy over spending
09:35 – 10:05	Presentation on committee structures (max 10 minutes)	<u>Professor Paul Lunn, Dean</u> Ms Adele Maggs, Head of Operations IVES Ms Sioned Evans, School Manager, School of Veterinary Science Professor Cathy McGowan, Head of Veterinary Education Professor Kieron Salmon, Director of BVSc Curriculum Dr. Emma Ormandy, UG assessments officer Professor Alex German, Director of Quality Assurance Professor Nicola Williams, Deputy Executive Dean IVES	Organisation and committee structures and how these work. Meeting to include committee chairs.
10:05	Break		
10:15 – 10:45	Meeting with Junior academic/Teaching staff	Dr Guido Rocchigiani, VAPP Dr Nuria Terron Canedo, VAPP Dr Andy Stringer, LOH Dr John Graham Brown, LOH Dr Tom Cox, DSACS Dr Erin O'Connell, DSACS Dr Mel Chapman, DECS Dr Ben Curnow, DECS	
10:50 – 11:50	Liverpool showcase slot 1 hour	Professor Cathy McGowan, Head of Veterinary Education Professor Kieron Salmon, BVSc Programme Director Dr. Emma Ormandy, UG assessments officer <u>Dr. Alison Reid, Director of Student Experience</u> Student support representatives Rhiannon Brown Y5 Eden Steele Y5 Esme Maddison-Pendlebury Y5 Emily Blackwell Y5 Emma Sellwood Y3 Louisa Moll Y2	Student engagement

		Theodore Whitlock Y2 Anna Maxwell Y3	
11:55 – 12:35	Meeting with Senior academic/teaching staff	Professor Debra Archer, DECS Dr Harry Carslake DECS Professor George Oikonomou, LOH Mr. Dragan Antic, LOH Mrs Briony Alderson, DSACS Dr Frederike Schiborra, DSACS Dr Gail Leeming, VAPP Dr Richard Blundell, VAPP	
12:40 – 13:25	Panel private lunch		
13.30 – 15.00	4th & 5th year students	26 students in attendance	
15.05 – 15.50	Pre-clinical students	31 students in attendance	
15.50- 16.00	Comfort break		
16.00 – 17.00	Presentation on Assessment (max 20 minutes)	Professor Cathy McGowan, Head of Veterinary Education Professor Kieron Salmon, BVSc Programme Director <u>Dr. Emma Ormandy, UG assessments officer</u> Dr. Alison Reid, Director of Student Experience Dr Zeeshan Durrani, 1 st year lead Dr Karin Mueller, 2 nd year lead Dr Rita Papoula Pereira, 3 rd year lead Dr Harry Carslake, 4 th year lead Dr Dan Batchelor, 5 th year lead	<ul style="list-style-type: none"> - Assessment strategy overview across the programme and each year, and how it demonstrates D1C. - Example of a construct (e.g. clinical skills) and demonstrate how this is assessed across the programme. - Validity evidence / argument for assessments at each level, in each year and across the programme. - Moderation process and how it works - Compensation within the assessment. - How the portfolio relates to formative and summative assessment.

17:05 – 17:35	Mop up session with the Senior team VSET	Professor Paul Lunn, Dean Ms Adele Maggs, Head of Operations IVES Ms Sioned Evans, School Manager, School of Veterinary Science Professor Debra Archer, Veterinary Clinical Research Lead Professor Cathy McGowan, Head of Veterinary Education Professor Tom Maddox, HoD, DSACS Professor Mark Senior, HoD, DECS Professor Lorenzo Ressel, HoD, VAPP Professor Rob Smith, HoD, LOH	
17.40 – 18:00	Reserved for confidential session (online) 20 minutes		
18:00	Travel to accommodation		

Day 3 Thursday 16th March

Time	Meeting / Tour	Attendees	Scope / focus
08:00	Panel meeting		
08:30 – 9:15	Presentation on admissions (max 10 minutes)	<u>Dr. Karen Noble, Director of Admissions</u> Dr. Hannah Hodgkiss-Geere, Director of Recruitment Professor Mandy Peffers, Widening Participation Lead Dr. Nuria Terron Canedo, Interviews Lead Dr. Rosie MacDiarmid, Open Day lead -Liverpool Dr. Emma Fishbourne, Open Day lead – Leahurst Ms. Addy Darnton, Student Experience Lead	Presentation on student admissions process including QA and ensuring fairness. Include info on WP.
09:20 – 10:05	Presentation on staff recruitment strategy (max 10 minutes)	<u>Professor Paul Lunn, Dean</u> Ms Adele Maggs, Head of Operations IVES Ms Sioned Evans, School Manager, School of Veterinary Science Professor Debra Archer, Veterinary Clinical Research Lead Professor Cathy McGowan, Head of Veterinary Education Dr Tom Maddox, HoD, DSACS Professor Mark Senior, HoD, DECS Professor Lorenzo Ressel, HoD, VAPP Professor Rob Smith, HoD, LOH	Presentation on the School's staff recruitment strategy.
10:05	Comfort break		

10:15 – 10:30	Time to explore Canvas	Professor Kieron Salmon, BVSc Programme Director Mr. Denis Duret, Learning Technology Ms. Addy Darnton, Student Experience Lead	Panel members to access and explore Canvas.
10:35 – 11:05	Time to review student records and speak to those involved in using data to adjust policies relating to student's performance, progression and outcomes in line with EDI.	Ms. Addy Darnton, Student Experience Lead Professor Cathy McGowan, Head of Veterinary Education Professor Kieron Salmon, BVSc Programme Director Dr. Emma Ormandy, UG assessments officer Dr. Karen Noble, Director of Admissions Dr. Hannah Hodgkiss-Geere, Director of Recruitment Prof Rob Pettitt Chair EDI Group IVES Dr Richard Blundell School Disability Support Lead	Panel members to review a sample of student records picked at random by the panel.
11:10- 11:40	Meeting with Interns/ residents/ research staff	Chantal Blaettler, intern Sandy Shanklin, Resident April Lawson, PhD Student Ivo Salgueiro-Fins, PhD Student Bethany Griffiths, PhD Student Rosa Ana Puentes Garrido, Resident Andrew Crosland, Intern James Barton, Resident Athanasia Kapetanou, Resident Andreea Luchian, PhD Student	
11:45 – 12:30	Additional session to meet students (that couldn't make the previous meeting) Online		
12:30 – 13:15	Panel lunch 45 min		
13:15 – 13:45	Meeting with EMS support team (AHEMS and Clinical)	Dr Alistair Freeman Dr Melanie Chapman Ms Addy Darnton Ms Helen Wellings	
13:50 – 14:20	Meeting with Personal tutors	Prof Richard Barrett-Jolly Senior tutor year 1 Dr Rosie MacDiarmid Senior tutor year 2 Mr Denis Duret Senior tutor year 3 Dr Erin O'Connell Senior tutor year 4 Dr Alan Radford Dr Fay Penrose Dr Jane Hodgkinson Dr Jennifer Duncan Dr Natalie Bruniges	

14:25- 15:25	Liverpool showcase slot Research opportunities for students and the INSPIRE programme.	Prof Debra Archer <u>Prof Gina Pinchbeck</u> Prof Nicola Williams Miss Daisy Purcell Y5 Student Mr Jonathan Mann Y3 Student	Opportunity for the School to choose an area/topic to showcase
15:30 – 16:15	Meeting with Senior academic / Teaching staff (a mix of new and staff from the previous meeting please)	Dr Hannah Hodgkiss-Geere, DSACS Dr Fernando Malalana, DECS Professor George Oikonomou, LOH Mr. Dragan Antic, LOH Mrs Briony Alderson, DSACS Dr Jo Dukes McEwan, DSACS Dr Gail Leeming, VAPP Dr Richard Blundell, VAPP	
16:20 – 17:05	Meeting with Support / Tech staff	Jane Devaney, Head Nurse, Department of Equine Clinical Science Louise Dale, Clinical Department Manager, Department of Equine Clinical Science John Cameron, Farms Manager Nicky Wylie, 4/5 th year Student Experience administrator Helen Wellings, Clinical Extramural studies administrator George Kitching, 3 rd year Student Experience administrator Hannah Armstrong, Learning and Teaching Support Officer Rachel Rankin, Head Nurse, Department of Small Animal Clinical Science Phil Wood, Client Services Manager, Department of Small Animal Clinical Science Helen Smith, Lead Technician Post-mortem facilities Daniel Dawson, Safety and Regulatory Compliance Co-ordinator Leahurst Campus Patricia Jonker-Cholwe, Leahurst Librarian	
17:10 – 17:40	Meeting with Senior team VSET	Professor Paul Lunn, Dean Ms Adele Maggs, Head of Operations IVES Ms Sioned Evans, School Manager, School of Veterinary Science Professor Debra Archer, Veterinary Clinical Research Lead Professor Cathy McGowan, Head of Veterinary Education Professor Tom Maddox, HoD, DSACS Professor Mark Senior, HoD, DECS Professor Lorenzo Ressel, HoD, VAPP Professor Rob Smith, HoD, LOH	

17.45 – 18.15	Reserved for confidential sessions. (online)		
18.15	Travel		

Day 4 Friday 17th March

Time	Meeting / Tour	Attendees	Scope / focus
08.00	Panel members meet		
08.30 – 10:30	Time reserved for additional evidence collection if required	09.00 - presentation of D1C mapping. 09.30 – meeting with Leahurst rotation leads.	
10.30 – 11.30	Panel members private meeting to agree finalised rubric		
11.30- 12.00	Meeting with the Dean	Professor Paul Lunn, Dean Professor Cathy McGowan, Head of Veterinary Education	
12.00 – 12.45	Travel to Liverpool		
13.00 PM	Meeting with Vice Chancellor and UoL senior team	Professor Tim Jones plus senior team (VC to invite)	
14.00	END		