

**European Association
of Establishments for Veterinary Education**



VISITATION REPORT

To the Royal Veterinary College, London, United Kingdom

On 02 – 09 November 2018

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Executive Summary

Introduction

Visitors representing the European Association of Establishments for Veterinary Education (EAEVE), the Royal College of Veterinary Surgeons (RCVS), the American Veterinary Medical Association Council on Education (AVMA COE), the Australasian Veterinary Boards Council (AVBC) and the South African Veterinary Council (SAVC) were present at the Royal Veterinary College from 05 – 09 November 2018 inclusive, having conducted off-site inspections on 3 November. A self-assessment document was prepared by the College and provided to the Visitors two months before the Visitation. The Visitors were also given access to a well-organised repository of supporting documents including examination papers, external examiners' reports, committee records, course material, staff CPD records, as well as access to the College's intranet.

The Veterinary College, London (called the Establishment in this report) was built in the parish of St Pancras in 1791, on the current site of the RVC's Camden Campus and the first students were enrolled in 1792. In 1949 The Royal Veterinary College became a full part of the University of London, and in 1955 the College acquired a country estate in Hertfordshire to provide a new field station which is the nowadays Hawkshead campus. The RVC is one of 18 institutions which comprise the federal University of London (UoL). The UoL and its member institutions are registered with the Office for Students (OfS) as higher education providers, in accordance with the UK legislative framework for Higher Education (the Higher Education and Research Act 2017). The UoL is also subject to a recognition order of the Veterinary Surgeons Act (1966) which allows holders of the Bachelor of Veterinary Medicine (BVetMed) degree to be registered with the RCVS and able to practise.

More recent developments include the building of the Queen Mother Hospital for Animals in Hertfordshire, which today treats over 7,000 patients a year and, in 2001, seventy-six years after the opening of the College's Research Institute in Animal Pathology at Camden, the establishment of the London Bioscience Innovation Centre, which houses over 40 life science companies.

The Royal Veterinary College (RVC) is the largest and longest-established vet school in the English-speaking world and is a college of the University of London. RVC offers undergraduate, postgraduate and CPD programmes in veterinary medicine and veterinary nursing and is ranked in the top 10 universities nationally for biosciences.

It is the only vet school in the world to hold full accreditation from AVMA, EAEVE, RCVS, AVBC and the Society of Biology. The RVC was last visited by EAEVE in 2011 with a status of Accreditation.

The RVC's vision is to be the place of recommendation for education, clinical care, expert opinion and employment in veterinary medicine and science. Their mission is to provide inspirational leadership and excellence in veterinary science through innovative scholarship and pioneering clinical activity.

During the period since the last accreditation, the RVC has delivered a consistently strong financial performance, which has enabled investment to sustain and enhance the quality of the veterinary teaching programme. Since the last EAEVE Visitation in 2011 the RVC has also seen a number of challenges. The new fee regime for home students and its progressive devaluation, a number of campus buildings that are at, or approaching, the end of their useful

life, increasing difficulty in recruiting to all categories of faculty and staff as a consequence of uncertainty around the UK's decision to leave the EU, the financial challenge of providing a state-of-the-art learning environment, the progressive decline of the UK agricultural sector in the south east and an increased reliance on partners for the provision of some clinical rotations, the potential impact of the corporatisation of the veterinary profession on a range of College activities including competition for professional staff and faculty, competition for caseload, and reduced access to general practice for the purposes of Extra-Mural Studies (EMS).

However, many of these challenges are global to veterinary teaching establishments.

Growth of 21% in full-time undergraduates numbers from 1,509 in 2012/13 to 1,825 in 2016/17. The proportion of international students increasing from 15% to 18% over the same period and the international fee has increased from £20,300 in 2012/13 to £33,000 in 2016/17.

The ESEVT SOP 2016 is valid for this Visitation.

1. Objectives and Organisation

1.1. Findings

1.1.1. Brief description of the Strategic Plan

The RVC Strategic Plan for 2014-2019, in which the objectives of the RCV are presented by activity, has been extended for 2 years to 2021 by decision of the College Council and after gathering advice and support of the senior management. This prolongation is due to the changing political environment as the UK plans to leave the EU. The strategy is supported by an annual financial planning process overseen by the College Executive Committee (CEC), and a five years' Professional Services Operational plan.

The RVC vision is to be the place of recommendation for education, clinical care, expert opinion and employment in veterinary medicine and science.

The RVC mission is to provide inspirational leadership and excellence in veterinary science through innovative scholarship and pioneering clinical activity.

Core elements of a SWOT analysis is presented with a focus on strengths and weaknesses.

1.1.2. Brief description of the Operating Plan

Clearly described as 6 goals each of which are detailed with aims, vision and measure of success. The 6 goals are:

- To be leaders in the delivery of high-quality programmes in veterinary education and associated subjects;
- To provide student-focused environments delivering an educational, cultural and social experience that will underpin all College activities;
- To deliver relevant, useful and economically sustainable research programmes of international significance to the animal health and comparative biomedical sector in the context of One Health;
- To provide patient and client-focused clinical care that is unrivalled in its commitment to quality and innovation;

- To be the employer of first choice for those seeking to work in the veterinary, biosciences and One Health Higher Education sector;
- To have an impact on animal and human health through global reach and international partnerships.

1.1.3. Brief description of the organisation of the Establishment

Two organograms from the appendices have been chosen to depict the most important features of the organisational structure of RCV.

The governing body of the RVC is the Council with 15 members chaired by an external member and the council’s overall responsibilities are approving corporate strategy and associated plans and budgets; approving major business decisions and corporate policy; considering and approving the framework of governance and management; and monitoring institutional and executive performance.

The Academic Board (AB) is chaired by the Principal and is responsible to the Council for academic governance, and specifically for regulating the admission of students to the BVetMed programme; its curriculum and assessment; the maintenance and enhancement of its academic standards; and the award of this degree and other qualifications.

Figure 2: College governance structure

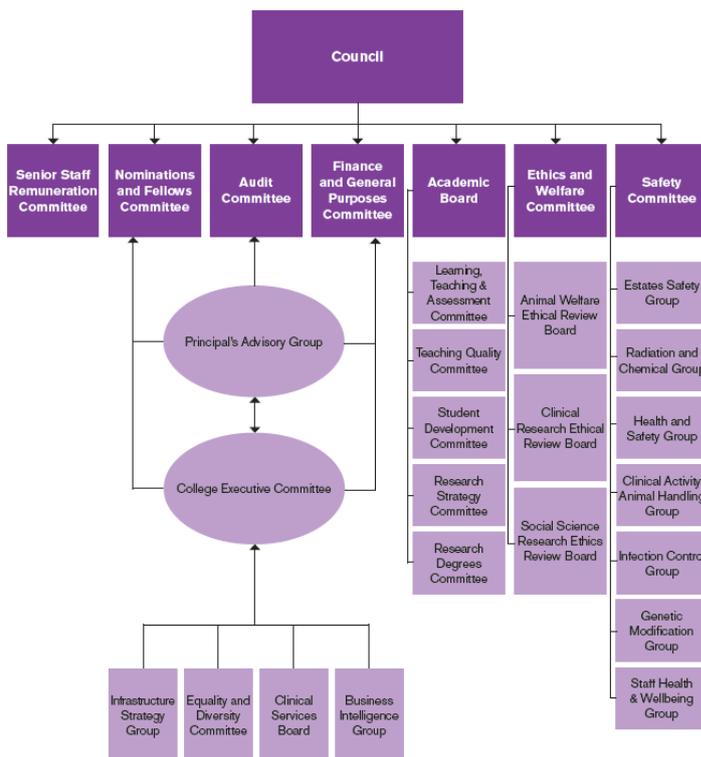


Figure 3: Academic Committee structure

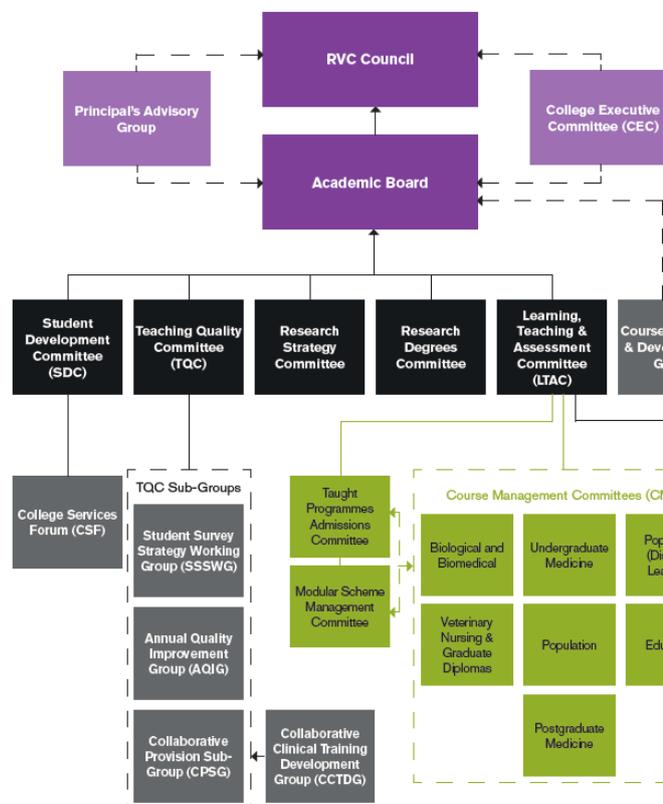
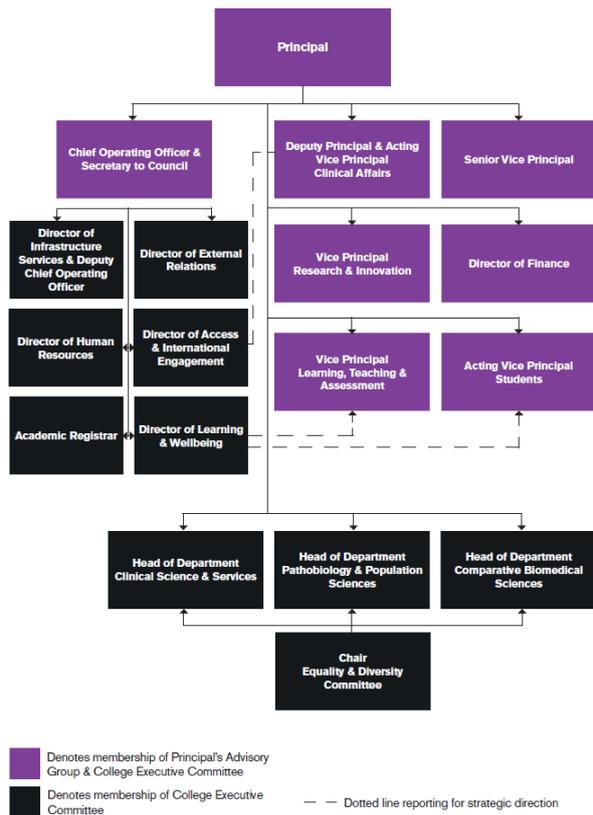


Figure 4: Senior Executive Committee structure



The Principal's Advisory Group (PAG) is responsible for developing options for the College's strategy, both planned and opportunistic, including the major resourcing and financial issues around the evolving strategy's implementation.

The College Executive Committee (CEC) is the senior operational decision-making body of the College, with responsibility for the oversight and resourcing of the operational aspects of the College's strategy and supporting plans.

1.1.4. Brief description of the process and the implication of staff, students and stakeholders in the development, implementation, assessment and revision of the Strategic Plan and organisation of the Establishment

Faculty is directly represented on the Academic Board (AB) and the committees that report to it. Two faculty members from the AB are also elected to the College Council and represent the faculty's perspective alongside the Principal.

The College's default position is that there is student representation on all committees unless there is good reason to the contrary. There is student representation on the following committees, either through direct election, or via nomination by the Council of the Students' Union Society (SU):

- Council
- Academic Board (AB)
- Finance and General Purposes Committee (FGPC)
- Learning, Teaching and Assessment Committee (LTAC)
- Student Development Committee (SDC)
- Teaching Quality Committee (TQC)

- Research Degrees Committee (RDC)
- Undergraduate Medicine Course Management Committee (CMC)
- Safety Committee (SC)
- Equality and Diversity Committee (EDC)
- College Services Forum (CSF).

1.2. Comments

It is commendable with 6 clear goals for the RVC strategy.

It is commendable that students are represented by default in all RVC committees.

1.3. Suggestions for improvement

None.

1.4. Decision

The Establishment is compliant with Standard 1.

2. Finances

2.1. Findings

2.1.1. Brief description of the global financial process of the Establishment and its autonomy on it

The College has full jurisdiction over its financial affairs, and receives direct funding from the UK Government. The Principal has overall responsibility for the College finances and is accountable to the College Council for these through the FGPC. The Director of Finance (FD) reports to the Principal and is a member of the PAG and the CEC. The College has full jurisdiction over its financial affairs, and receives direct funding from the UK Government. This, along with revenue generated from other sources, including student tuition fees, veterinary clinical service fees, overhead recovery from funded research work, commercial activities and philanthropic donations, is deployed in support of its key strategic missions, learning and teaching, research and clinical service provision.

2.1.2. Brief description of the budget (expenditures, revenues, balance) of the last 3 years

Total expenditure (excluding the teaching hospitals) in 2017/2018 is 66,824,000 £ whilst the revenues are 72,361,000 £ in 2017/2018.

A total overview is given in the Appendix pp. 55 – 57.

Growth of 21% in full-time undergraduate numbers from 1,509 in 2012/13 to 1,825 in 2016/17. The proportion of international students increasing from 15% to 18% over the same period and the international fee has increased from £20,300 in 2012/13 to £33,000 in 2016/17.

Teaching hospital expenditure increased by 43% from £11.5m in 2012/13 to £16.5m in 2016/17. This has been driven by increased caseload, and the resulting revenue, providing funds for investment in clinicians, clinical support staff, infrastructure and equipment. Further details on revenue growth are given in tables 2.5 and 2.6 in Appendix 3. The growth in caseload has ensured the clinical teaching capacity required to meet student number growth.

2.1.3. Brief description of the projected budget (expenditures, revenues, balance) of the next 3 years

Total expenditure (excluding the teaching hospitals) is projected to be 79,140,000 £ in 2021/2022 whilst the projected revenue in 2021/2022 is 79,592,000 £.

The RVC has raised 45M £ through a private placement in 3 series which is on a longer term than is possible under a bank loan and repayment is in lump sums at the end of each term.

	Repayment date	Fixed interest rate
Series A 15 M £	25 July 2033	2.55 %
Series B 15 M £	26 July 2038	2.72 %
Series C 15 M £	24 July 2043	2.82 %

2.1.4. Brief description of the planned or on-going investments

A major programme of capital investment, at a total cost of £60M, is underway at both campuses including ageing building stock at the Hawkshead Campus replaced by state-of-the-art and expanded teaching and research facilities. At the Camden Campus, existing space has been re-configured and refurbished. These capital works are being funded by a combination of accumulated cash reserves and the private placement. The RVC has also secured a £7m grant from Hertfordshire Local Enterprise Partnership (LEP), a regional funding agency, towards the cost of the Hawkshead development. Provision is also made within the College's financial forecasts for ongoing investment in IT and estates infrastructure and major equipment replacement.

2.1.5. Brief description of the process and the implication of staff, students and stakeholders in the development, implementation, assessment and revision of the budget of the Establishment

The College follows an established annual planning and budgeting cycle. At the start of the process, the Vice-Principals review and refresh the priorities for their mission areas for the next three years, mapping these to the College's strategic objectives. The final budget forecasts are agreed by the Principal and the CEC, formally approved by Council and submitted to the Office for Students (OfS) (previously HEFCE), as the regulatory authority. Given the uncertain economic environment, the College adopts a prudent approach to budget-setting to provide a contingency in the event of financial downside.

2.2. Comments

The RVC's BVetMed degree program has seen consistent revenue growth over the past 5 years (34%), more than keeping pace with expenditure growth (29%) such that current reserves are about 35% of annual expenditures. According to the table 2.4 (Appendix 3) the tuition fees from international students is expected to grow from around 10M £ to around 20M £ in 2021. This still leaves the RVC susceptible to international student flow although demand from UK students for admission to the RVC significantly exceeds the places available.

The uncertainty of the UK Brexit is mirrored in the prudent financial strategy.

2.3. Suggestions for improvement

None.

2.4. Decision

The Establishment is compliant with Standard 2.

3. Curriculum

3.1. General curriculum

3.1.1. Findings

3.1.1.1. Brief description of the educational aims and strategy in order to propose a cohesive framework and to achieve the learning outcome

The College stipulates the objectives to be achieved through the implementation of its 350 ECTS program, in which after graduation students must have acquired skills to satisfy the Veterinary Directives of the European Union, the Day One Competences elaborated by the ESEVT, the RCVS and the AVMA.

The curriculum of the BVet Med is designed and managed by the College as a whole. At the RVC there is a high level of education based on scientific research and hands-on practical training.

Management of the curriculum is overseen by the CMC that reports to AB via the LATC. A full review of the programme is normally undertaken every six years, the last one happened in the academic year 2016-2017.

3.1.1.2. Brief statement if all EU-listed subjects are taught in the core curriculum to each student (independently of the tracking system)

By the analysis of the core curriculum (RVC SER Appendices and Additional Information) it becomes evident that all EU-listed subjects are taught to each student with clear learning outcomes.

The number of total hours taken by each student for Basic Subjects and Sciences is 2,505 hours, for Animal Production it is 993 hours, in Clinical Subjects it is 2,378 hours, in Food Safety and Quality it is 172 hours and in Professional Knowledge is 320 hours.

EPT (External Practical Training) consists of a total of 38 weeks/student of which 12 weeks is Animal Husbandry and 26 weeks is Clinical. The EPT takes place over the 5-year study programme, from the first year to the fifth year.

3.1.1.3. Brief description of how curricular overlaps, redundancies, omissions and lack of consistency, transversality and/or integration of the curriculum are identified and corrected

The feedback received annually on the strengths and weaknesses of each unit of teaching helps to identify aspects that may need modification including identifying omissions and potential areas of overlap and redundancy are in the base of a proposal of review. On the basis of these reviews an overall Annual Quality Improvement Report (AQUIR) is prepared by the Course Director for the programme as a whole, which undergoes a scrutiny by a Teaching Quality Committee (TQC) Subgroup, the Annual Quality Improvement Group (AQIG).

The BVetMed programme last underwent periodic review in January 2017 and will undergo its next periodic review in 2023.

3.1.1.4. Description of the selection procedures of the Electives by the students and the degree of freedom in their choice (e.g. what happens when too many students select one specific track)

RVC offers 13 Elective tracking rotations from which students must select five prioritising one over the other – of these they will be allocated to three tracking rotations. The six weeks of elective tracking rotations are undertaken by students in blocks of one or two weeks.

The Elective didactic teaching that will run over three weeks are determined by Elective Director and Elective Leaders. They take place during the three teaching weeks in the final year (post rotation). From the list of Elective didactic students must choose 2 electives from each week, prioritising one over the other. The Establishment tries to impose relatively few limitations on a student's elective study choices.

3.1.1.5. Brief description of the process and the implication of staff, students and stakeholders in the development, implementation, assessment and revision of the curriculum

Annually the feedback received on the strengths and weaknesses of each strand of teaching allows its revision by the Course Director, strand leader and other members of faculty who contribute to the teaching. The sources include student feedback on teaching, feedback from external examiners relating to the performance of students in assessments, feedback from recent graduates and feedback from employers.

On the basis of the reviews proposed, Year Leaders prepare an AQIR. An overall AQIR is then prepared by the Course Director for the programme as a whole. Year level and programme level AQIRs undergo scrutiny by a TQC Subgroup, the Annual Quality Improvement Group (AQIG), which meets to consider and approve the AQIRs.

In addition to this annual process of review a full review of the programme is normally undertaken every six years according to the guidelines for periodic review of courses. This review is conducted by a panel consisting of faculty members, at least one student and at least two members external to the College.

3.1.2. Comments

None.

3.1.3. Suggestions for improvement

None.

3.2. Basic sciences

3.2.1. Findings

3.2.1.1. Brief description of the theoretical and practical education in basic sciences

The topics belonging to Basic subjects and Basic Sciences are taught within the framework of the RVC and are all according to the EU-listed subjects in Directive 2013/55/EU.

Basic Subjects and Sciences cover a total of 2,505 hours as set out in the RVC SER appendices and Additional Information. The number of hours of practical (non-clinical) training is 483 hours and the Indicator is below the recommended minimal value (- 112 hours). The Indicator for the number of ruminant and pig necropsies is below the

recommended minimal value (-0,051) as well as that for the number of rabbit, rodent, bird and exotic pet necropsies (-0,504)

Rotation groups range from two students to a maximum of six. Each rotation group is supervised by a minimum of one FTE faculty member with an average level of supervision of ~ 1.7faculty.

Anatomy teaching is centred on practical cadavers' dissection (dogs, sheep and ponies) as well as plastinated material and digital resources. The student/teaching material ratios are: four students per dog cadaver, two students per dog limb and four students per horse limb, seven to eight students per cadaver for teaching thoracic and abdominal anatomy of horses and ruminants. Cadavers are either preserved fresh or frozen-thawed.

The core and tracking rotations in pathology and diagnostic service provide training in anatomic pathology utilising case material from hospitals and practices that use the pathology services of the College.

There are two cows and a pair of ponies for timetabled Integrated Structure and Function tutorials at a ratio of six students and a facilitator per pair of animals.

3.2.2. Comments

Although the student/teaching material ratios are very good, the number of hours of practical (non-clinical) training and the number of rabbit, rodent, bird and exotic pet necropsies is below the ESEVT Indicators.

3.2.3. Suggestions for improvement

None.

3.3. Clinical Sciences in companion animals (including equine and exotic pets)

3.3.1. Findings

3.3.1.1. Brief description of the theoretical, practical and clinical education in Clinical Sciences in companion animals

The continued expansion of the small animal (dog and cat) first opinion caseload in the Camden Campus's BSAH along with the establishment of an expanding exotic pet service there, has enabled the College to double the number of student weeks offered in this busy, inner-city practice, while the expansion of a Shelter Medicine and Accessible Care Programme with charity sector partners provides RVC students with further exposure to a variety of first opinion cases and focused surgical (mainly neutering) experience.

The College's Small Animal Referral Service at the QMHA is one of Europe's largest and busiest small animal referral hospitals. The QMHA was the first Veterinary Trauma Centre accredited by the American College of Veterinary Emergency and Critical Care (ACVECC) outside North America.

For clinical rotations, the year-on-year growth in on-campus clinical caseloads has meant numbers of cases per student have been maintained to meet student number growth. Both core and tracking rotations occur within in-house pathology and diagnostic services. These

rotations provide training in clinical and anatomic pathology utilising case material from both the College's hospitals and practices that use the College's pathology services. Students also have the opportunity to gain first-hand experience in zoological medicine on a tracking rotation.

3.3.1.2. Description of the core clinical exercises/practicals/seminars in companion animals prior to the start of the clinical rotations

Clinical activity in College hospitals is coordinated through integrated computer systems, in brief comprising a common practice management system (PMS), currently RxWorks, integrated with other software for handling clinical data, including a bespoke clinical record information system (CRIS), a vendor-neutral archiving system (VNA), and a laboratory information management system (LIMS). These systems can be searched, and thus used in clinical research, using two bespoke search tools (VetMine and VetCompass) designed and developed at the College, as well as the direct search function in the PMS.

The College's clinical skills learning laboratory contains mannequins, simulators and virtual reality devices.

3.3.1.3. Description of the core clinical rotations and emergency services in companion animals and the direct involvement of undergraduate students in it

Off-campus rotations are run either as part of a full College-supervised rotation (SR), with veterinary services delivered by College employees, or fully hosted by a partner through a Critical Relationship (CR) in which veterinary services are delivered by partner employees. There are 12 locations for off-campus clinical instruction, including sites carrying out both "core" (mandatory) rotations and tracking" (elective) rotations. Learning outcomes, student numbers, standardised processes (standards of supervision, formative and summative feedback, non-institutional based faculty qualifications) and, where appropriate, residential accommodation are all agreed in contractual arrangements between participating sites and the College.

Rotation groups range from two students to a maximum of six. All core rotations have group sizes ranging from five to six for the 2018/19 rotation cycle. Each rotation group is supervised by a minimum of one FTE faculty member with an average level of supervision of ~1.7 faculty. All rotations also have a minimum of one intern and/or resident working with the student group.

3.3.2. Comments

None

3.3.3. Suggestions for improvement

None.

3.4. Clinical Sciences in food-producing animals (including Animal Production)

3.4.1. Findings

3.4.1.1. Brief description of the theoretical, practical and clinical education in Clinical Sciences in food-producing animals

The topics of clinical Sciences in food-producing animals and Animal Production are taught within the RVC framework and are all according to the EU listed subjects in Directive

2013/55/ EU (see also 3.1)

The College has access to a range of healthy animals for training students in animal handling on site. These facilities include Boltens Park Farm (BPF), the Large Animal Clinical Centre (LACC), including teaching and student spaces, and the Farm Animal Clinical Centre (FACC) which comprises surgical and medical facilities for production animals. Boltens Park Farm (BPF) comprises 200 hectares, mainly of grazing grass supporting 150 Holstein Friesian milking cows, 70 heifers and 500 mixed breed sheep. It has accommodation for farm animals with associated teaching facilities, another component of the BSU, biosecurity changing facilities and classrooms. The dairy herd at BPF has been increased over the last 12 months through the provision of additional winter and dry cow housing to ensure the milking herd numbers are increasing at a rate exceeding the increase of students. Students are participating at this BPF for practical sessions (year one) and skills training (year 3) and clinical rotations (year four and five).

For clinical rotations, the year-on-year growth in on-campus clinical caseloads has meant numbers of cases per student have been maintained to meet student number growth. An expanded caseload in individual farm animal medicine and surgery has been achieved through enhanced off-site partnerships.

Clinical rotations are undertaken either in facilities owned and managed by the College or in facilities owned by third parties that have entered into a contractual agreement with the College. Off-campus rotations are run either as part of a full College-supervised rotation (SR), with veterinary services delivered by College employees, or fully hosted by a partner through a Critical Relationship (CR) in which veterinary services are delivered by partner employees. Learning outcomes, student numbers, standardised processes (standards of supervision, formative and summative feedback, non-institutional based faculty qualifications) and, where appropriate, residential accommodation are all agreed in contractual arrangements between participating sites and the College.

The didactic curriculum (3 years and one term) is integrated into body system-based strands. In addition, there are three non-body systems strands - Professional Studies, Principles of Science and Population Medicine and Veterinary Public Health (PMVPH).

All rotations have learning objectives and clearly mapped to Course Outcomes.

Students can log and reflect on their acquisition of skills developed on AHEMS and EMS placements as well as communicate with their tutors about these skills through the recently developed online system, Folium.

3.4.1.2. Description of the core clinical exercises/practicals/seminars in food-producing animals prior to the start of the clinical rotations

Following completion of the first term of fourth year, students undergo a period of “rotation preparation” before entering the 14-month clinical rotation phase of the programme.

The College also offers clinical skills learning facilities containing mannequins, simulators and virtual reality devices in the LIVE building. This facilitates student ‘drop- in’ access during working hours and one late evening per week. There is also provision for students in

their final year to access the labs out of hours, so they can use the facility at times more convenient for their rotation groups.

3.4.1.3. Description of the core clinical rotations, emergency services and herd health visits in food-producing animals and the direct involvement of undergraduate students in it

There are 22 weeks of core rotations and six weeks of tracking rotations. During the 22 weeks of core clinical rotations students spent one week Farm Animal Clinical Services (FACS) core rotation run from the Hawkshead Campus, 2 weeks at Synergy Farm Health in Dorset and 2 weeks in the Endell Veterinary Group in Hampshire. During these rotations students are exposed to a variety of production animal cases. Students are intensively involved in the hands-on clinical work, and other clinical responsibilities related with clinical work on food-producing animals, such as (when applicable) report writing. Students participate also in 24-hour emergency service during their rotations.

During the six weeks tracking rotations students interested in Food-animal Clinical Sciences and/or Animal Production can request for elective rotations at Kinston Maurward (production animal medicine), or farm animal rotations at Torch or Utrecht. Approximately 80% of the students obtain their first-choice elective rotation.

Rotation groups range from two students to a maximum of six. All core rotations have group sizes ranging from five to six for the 2018/19 rotation cycle. Each rotation group is supervised by a minimum of one FTE faculty member with an average level of supervision of ~1.7 faculty.

3.4.1.4. Brief description of the theoretical and practical education in Animal Production

Each student takes 993 curriculum hours on Animal Production, including Agronomy, Animal nutrition, Animal husbandry and production, Livestock production, Animal behaviour, Animal protection and welfare, preventative vet medicine, and Reproduction and obstetrics.

3.4.2. Comments

The increase in the farm animal core clinical rotations (to 5 weeks) since the last accreditation visit is a positive development. Whilst the food animal didactic curriculum is well-supported by active learning modalities (i.e. directed self-learning, CAL packages and clinical scenarios), there appears to be a limited number of live animal practical classes.

Student appreciation of the value of clinical extramural studies (EMS) is high.

3.4.3. Suggestions for improvement

None.

3.5. Food Safety and Quality (FSQ)

3.5.1. Findings

3.5.1.1. Brief description of the theoretical and practical education in FSQ

Each student takes 172 curriculum hours in FSQ. The FSQ includes Veterinary Certification, Regulation and Certification of Animal and Animal Products and Food Hygiene and Quality, according to the ESEVT SOP 2016, Annex 2. All subjects in 3.2.4. FSQ are covered in the curriculum.

The strand of Population Medicine and Veterinary Public Health in which FSQ is included is taught from year one until first term of year four of the BVetMed.

3.5.1.2. Description (timing, group size per teacher,..) of the teaching in slaughterhouses and in premises for the production, processing, distribution/sale or consumption of food of animal origin

Rotation group size ranges from two students to a maximum of six. Each rotation group is supervised by a minimum of one FTE faculty member with an average level of supervision of ~ 1.7faculty.

During the two-week core farm animal rotations (Synergy) the students spend a morning at an abattoir (Langford abattoir) and on the same day they have computer-aided learning exercises around meat inspection. As part of the Farm Animal Clinical Service or pathology rotation, one day every two weeks will include a visit to a red meat commercial abattoir with an allocated cutting plant. The second two-week core farm animal rotation (Endells) includes a visit to an integrated milk and cheese producer where food technology and food safety associated with dairy production systems are covered.

The number of hours of FSQ & VPH training of the Establishment is 71 which is far below the recommended minimal value (- 103,400 hours). The Number of hours of extra-mural practical training in FSQ & VPH of the Establishment is 25,33 being below the recommended minimal value (- 3,467 hours).

3.5.2. Comments

The number of hours of FSQ & VPH training of the Establishment is far below the recommended minimal value. This may significantly affect the acquisition of Day One Competences in this field. There is limited evidence of execution of practical post-mortem meat inspection. Student visits to abattoirs and food processing plants are short and superficial. The Long Compton facility is small for the student group size.

3.5.3. Suggestions for improvement

Students must have a more comprehensive abattoir experience, including hands-on post-mortem inspection.

The Establishment should explore opportunities for student exposure to a high throughput abattoir and a poultry processing plant.

3.6. Professional knowledge

3.6.1. Findings

3.6.1.1. Brief description of the theoretical and practical education in professional knowledge

The programme outcomes defines that the student at the time of graduation must be able to

- Explain how knowledge of the veterinary business environment influences the practice, its team, its clients, marketing and financial management
- Communicate effectively with the public, colleagues and other professionals both verbally and in writing; including constructing and updating clinical records and correspondence, using appropriate terminology for the audience concerned
- Explain the principles and behaviours that underpin professionalism, teamwork and ethical decision-making (judgement) and apply these in a veterinary setting

3.6.1.2. Brief description of the organisation, selection procedures and supervision of the EPT

EPT is integrated in the 14 months clinical rotations from February one year to April the following year. EPT providers have entered into a contractual agreement with the College to

provide clinical teaching and/or where members of staff employed or trained. There are 22 weeks of core rotations and six weeks of tracking rotations.

It is required that all students undertake 38 weeks of extramural studies during their veterinary programme. This consists of 12 weeks of animal husbandry extramural studies (AHEMS) and 26 weeks of clinical extramural studies (Clinical EMS).

The management of EMS is the responsibility of the College's Directors of AHEMS and EMS. Academic Registry ensures that students, tutors and participating farms and practices are fully aware of the aims and objectives of AHEMS and EMS, which are set out in Student Handbooks, and conform to all relevant regulations and guidelines.

3.6.1.3. Description of the procedures (e.g. logbooks) used to ascertain the achievement of each core practical/clinical activity and professional knowledge by each student (

The Students use logbooks.

3.6.2. Comments

None.

3.6.3. Suggestions for improvement

None.

3.7. Decision

The Establishment is compliant with Standard 3, except for Substandards 3.2 and 3.5.

The Establishment is partially compliant with Substandard 3.2. because the number of hours of practical (non-clinical) training and the number of rabbit, rodent, bird and exotic pet necropsies is below the ESEVT Indicators.

The Establishment is not compliant with Substandard 3.5. because the number of hours in FSQ and VPH training is far below the recommended minimal value and there is limited evidence of execution of practical post-mortem meat inspection, resulting in insufficient acquisition of some of Day One Competences in clinical sciences.

4. Facilities and equipment

4.1. Findings

4.1.1. Brief description of the location and organisation of the facilities used for the veterinary curriculum

The Establishment's facilities are located on the Camden Campus in central London and on the Hawkshead Campus in rural Hertfordshire, which has Boltons Park Farm. The Camden Campus and Hawkshead Campus are 17 miles apart. Both campuses have on-site teaching hospitals and premises for didactic and practical teaching purposes (lecturing, practical and group work, and to house healthy, hospitalised and isolated animals, clinical activities, diagnostic services, library etc.) as well as residential and recreational facilities and food and beverage facilities. The College also has a number of off-site teaching facilities including Boltons Park Farm which comprises 200 hectares, mainly of grazing grass supporting 150 Holstein Friesian milking cows, 70 heifers and 500 mixed breed sheep. It has accommodation for farm animals with associated teaching facilities, another component of the BSU, biosecurity changing facilities and classrooms.

Clinical activity in College hospitals is coordinated through integrated computer systems, in brief comprising a common practice management system (PMS), currently RxWorks, integrated with other software for handling clinical data, including a bespoke clinical record information system (CRIS), a vendor-neutral archiving system (VNA), and a laboratory information management system (LIMS). These systems can be searched, and thus used in clinical research, using two bespoke search tools (VetMine and VetCompass) designed and developed at the College, as well as the direct search function in the PMS.

The Establishment has no abattoirs or foodstuff processing units. RVC has contracts with commercial abattoirs (Long Compton abattoir in Warwickshire and the Langford abattoir, which is also part of the University of Bristol) at which cattle, sheep and pigs are slaughtered. The Long Compton abattoir also slaughters sows and water buffalo and in two foodstuff processing units (Warwickshire and Lyburn Farm).

4.1.2. Description of the adequacy for the veterinary training of the premises for:

-) **lecturing, group work and practical work**
-) **housing healthy, hospitalised and isolated animals**
-) **clinical activities, diagnostic services and necropsy**
-) **FSQ & VPH**
-) **study and self-learning, catering, locker rooms, accommodation for on call students and leisure**

The Camden Campus includes: the Beaumont Sainsbury Hospital a general hospital with students' facilities and accommodation for staff; 5 premises for lecturing in which the Great Hall with 250 seats, 9 premises for work group and 3 premises for practical work (dissection room, practical classroom and category 2 laboratory) are included. There is an anatomy museum, research laboratories, Learning Resources Centre and social learning spaces.

The Hawkshead Campus includes several buildings with: 6 premises for lecturing which include the RVC Alumni Lecture Theatre (capacity 327 seats); 16 premises for work group; 6 premises for practical work - a multi-headed microscope room, the post mortem room, TaRC dissection room, clinical skills centre and two TaRC practical classroom; the Queen Mother Hospital for Animals; the Large Animal Clinical Centre; the Equine Referral Hospital; the Farm Animal Clinical Centre; Library archives; the Centre for Excellence in Lifelong and Independent Veterinary Education; a student computer room.

At Boltons Park Farm there is accommodation for farm animals with associated teaching facilities, classrooms and biosecurity changing facilities.

Premises for animals available for teaching or research are located across the Establishment including Boltons Park Farm and the BSUs. The Establishment hospitals houses inpatients animals.

All the clinical activity is supported by on-site clinical and anatomical pathology service, with up-to-date biochemistry, and haematology analysers.

The Establishment has isolation facilities in each of its clinical centres. These facilities are operated and managed under strict biosecurity guidelines and protocols in accordance with the College's Infection Control and Biosecurity Committee requirements.

In both Campuses there are social learning facilities, with access to power sockets, high-density Wi-Fi and a variety of white board styles. The Establishment have en-suite bedrooms, gym facilities, sports and wellbeing centre.

The Establishment has a restaurant, cafeteria and vending facilities. There are also kitchenettes and student common rooms with facilities for hot drinks and microwave meals. There are personal storage spaces for students at the Establishment.

4.1.3. Description of the adequacy for the veterinary training of the vehicles used for students transportation, ambulatory clinic, live animals and cadavers transportation

The Establishment provides a free shuttle bus service between Hawkshead and the railway station of Potters Bar from Monday to Sunday. The inspected ambulatory vehicles fully comply with all standards.

4.1.4. Description of the adequacy for the veterinary training of the equipment used for teaching purposes and clinical services

All classrooms and seminars have appropriate audio-visual equipment; desktop computers with internet connection, whiteboard and streaming equipment are additionally available. The facilities are generally conducive of learning.

4.1.5. Description of the adequacy of the biosecurity rules in the Establishment

Clinical waste and all laboratory waste resulting from diagnostic testing is treated according to European Waste Catalogue (EuWC). The waste guidelines are currently reviewed by the QMHA in accordance with a good practice guide. Locked areas are provided for waste to await collection that is carried out three times a week.

Compliance with legislative requirements and best practice is monitored through regular programme of inspections and audits. This includes formaldehyde concentrations in the anatomy gross laboratory which are monitored (Formaldemeter 400) regularly (3 measurements/course); the permissible workplace exposure level is <2 ppm with a recommended exposure benchmark of 0.5 ppm. If exposure levels exceed 1.5 ppm (which has happened once in 2017 and once in 2018), other measures are executed including having students leave the laboratory until levels are below 1.5 ppm.

4.1.6. Brief description of the process and the implication of staff, students and stakeholders in the development, implementation, assessment and revision of facilities, equipment and biosecurity rules of the Establishment

Planning and development of the Establishment's estate and facilities is the responsibility of the Infrastructure Strategy Group. Implementation of agreed plans is the responsibility of the Infrastructure Project Management Group. All major initiatives require approval by the Finances and General Purposes Committee of Council and Council itself.

The Establishment's Safety Committee is responsible for formulating policies to promote health, safety and welfare of staff, students and visitors, being helped by the Health and Safety team. The Safety Committee monitors the operation of policies and procedures.

4.2. Comments

None.

4.3 Suggestions for improvement

None.

4.4. Decision

The Establishment is compliant with Standard 4.

5. Animal resources and teaching material of animal origin

5.1. Findings

5.1.1. Brief description of the global strategy of the Establishment about the use of animals and material of animal origin for the acquisition by each student of Day One Competences

An expanded caseload in individual farm animal medicine and surgery has been achieved through enhanced off-site partnerships. The continued expansion of the small animal (dog and cat) first opinion caseload in the Camden Campus's VTH along with the establishment of an expanding exotic pet service there, has enabled the College to double the number of student weeks offered in this inner-city practice, while the expansion of a Shelter Medicine and Accessible Care Programme with charity sector partners provides RVC students with further exposure to a variety of first opinion cases and focused surgical (mainly neutering) experience. The College's Small Animal Referral Service at the QMHA is one of Europe's largest and busiest small animal referral hospitals.

Rotation groups range from two students to a maximum of six. All core rotations have group sizes ranging from five to six for the 2018/19 rotation cycle. Each rotation group is supervised by a minimum of one FTE faculty member with an average level of supervision of ~1.7 faculty. All rotations also have a minimum of one intern and/or resident working with the student group.

"RVC Equine", based at Hawkshead, offers first opinion ambulatory and hospital-based services to regional horse owners and referral services to professional colleagues in the region. In addition to the core rotations provided at Hawkshead, students have additional options for tracking rotations in equine diagnostic imaging along with additional ambulatory and specialist equine hospital activities with partner providers. Students are exposed to a variety of production animal cases through two-week core rotations run at Synergy Farm Health in Dorset and the Endell Veterinary Group in Hampshire, together with a one week Farm Animal Clinical Services (FACS) core rotation run from the Hawkshead Campus.

5.1.2. Description of the adequacy for the veterinary training of the enrolled students of:

-) **the number and diversity of cadavers and material of animal origin used in anatomy, necropsy and FSQ;**
-) **the number and diversity of healthy live animals used for pre-clinical training;**
-) **the number of visits in herds/flocks/units of food-producing animals;**
-) **the number and diversity of patients examined/treated by each student;**
-) **the balance between species, between clinical disciplines, between first opinion and referral cases, between acute and chronic cases, between consultations and hospitalisations, between individual medicine and population medicine**

When appropriate, live animals and cadavers are used to demonstrate practical anatomy. Examples include the use of equine limbs for practising radiography and injection techniques; dissection classes involving dogs, sheep and ponies; and the increasing availability of plastinated samples for scheduled and informal practical classes related to integrated structure and function anatomy teaching.

The College has access to a range of healthy animals for training students in animal handling on site. These facilities include Boltons Park Farm (BPF), and the BSUs at both Camden and Hawkshead campuses.

5.1.3. Description of the organisation and management of the VTH and ambulatory clinics

See 5.1.1

5.1.4. Description of the group size for the different types of clinical training and of the hands-on involvement of students in clinical procedures in the different species

See 5.1.1

5.1.5. Description of the patient record system and how it is used to efficiently support the teaching, research, and service programmes of the Establishment

The RVC runs a fully integrated, electronic patient record system combined with a PACS.

5.1.6. Description of the procedures developed to ensure the welfare of animals used for educational and research activities

To safeguard their welfare, animals used for teaching are cared for by qualified staff and maintained in sufficient numbers to ensure their “teaching duties” are limited.

5.1.7. Brief description of the process and the implication of staff, students and stakeholders in the development, implementation, assessment and revision of the number and variety of animals and material of animal origin for pre-clinical and clinical training, and the clinical services provided by the Establishment

See under ‘Objectives and Organisation’.

5.2. Comments

Following the raw data input to calculate the Indicators the following indicators are below the minimal values: I4, I6, I7, I9, I18, and I20 although I7 and, I9 may be considered as marginal.

However, the low number of intramural ruminant and pig cases seen intramurally (I9) is more than outweighed by a high number of clinical cases available extramurally.

The borderline number of intramural necropsies (I20) is outweighed by a large number of unrecorded necropsies in affiliated practices where students participate in these necropsies on site.

5.3. Suggestions for improvement

The number of animals for in-house pathology should be increased.

5.4. Decision

The Establishment is compliant with Standard 5 except for Substandard 5.1.

The Establishment is partially compliant with Substandard 5.1. because of low numbers of hours in non-clinical training (I4), low number of hours in FSQ and VPH training (I6, I7), and low numbers of necropsies on rodents, birds and exotic pets (I20).

6. Learning resources

6.1 Finding

6.1.1. Brief description of the main library (facilities, equipment, staff, (e)books and (e)periodicals, software for databases)

The RVC maintains Learning Resources Centres (LRCs) as physical centres for library and IT services at both the Camden and Hawkshead Campuses. Staff and resources regularly move between the two campuses. Patterns of use and demand tend to be different between the two LRCs and this is reflected in library opening hours. The College is also a member of a collaborative university library access scheme which allows students reference use of most UK university libraries, including the UoL’s Senate House Library and those of other London

institutions. It is RVCs policy to obtain both hard and online copies of textbooks and journals whenever possible.

6.1.2. Description of the available electronic information and e-learning courses, and their role in supporting student learning and teaching in the core curriculum

The College's Virtual Learning Environment (VLE) "RVC Learn" provides an area where students can participate in online tests and directed learning sessions, collaborate with their peers and communicate with their tutors. Students have their own dedicated portal through which they access RVC Learn, their home drives and online e-resources when off-campus. Key applications, e.g., RVC Learn, have been adapted for use on any mobile device.

6.1.3. Description of the accessibility for staff and students to electronic learning resources both on and off campus

Support for library and IT users during core hours is available in person, by email or telephone via a helpdesk that is operated from both LRCs. A third party provides specialist out-of-hours IT support between 17:00 and 08:00, 365 days per year. There are currently 323 open access PCs in total (155 at Camden and 168 at Hawkshead), plus 100 netbooks/laptops available on loan from the library helpdesks.

6.1.4. Description of how the procedures for access to and use of learning resources are taught to students.

The IT and library staff are highly engaged, and students as well as teachers are constructively involved in evaluation as well as further innovation of information resources and more specific innovating digital learning tools, and the use of the Learning Resource Centres.

6.1.5. Brief description of the process and the implication of staff, students and stakeholders in the development, implementation, assessment and revision of learning resources

An annual rolling programme refreshes and upgrades all classroom technologies to ensure classrooms and meeting rooms are supported by accessible and reliable audio-visual, lecture recording and, in selected areas, video- conferencing systems. There is an audio-visual specialist in the IT Helpdesk teams at both campuses, although all the IT technicians can support audio-visual equipment. All BVetMed lectures are recorded through Echo360 software making them available at any time throughout a student's programme of study.

6.2. Comments

The College is to be commended on their student-focused approach to accessible teaching content via digital support and tools as well for creating visible, well-equipped and well used Learning Resource Centers. Investment in additional physical spaces around both campuses where students can find support for their learning and academic development is commendable.

6.3. Suggestions for improvement

None.

6.4. Decision

The Establishment is compliant with Standard 6.

7. Student admission, progression and welfare)

7.1. Finding

7.1.1. Brief description of the admission procedures for standard and for full-fee students

The Establishment's Admissions Policy is developed in compliance with relevant UK legislation and substantiated by sector best practice. It is available on the website of the Establishment.

The Taught Programme Admissions Committee meets four times a year to review the enrolment data and targets.

The Establishment's website contains details of the programme, financial information, entry requirements, information on transparency of the selection processes and guidance on what is looking for during this process and about accommodation options and living costs.

All applicants are initially screened for work experience requirements and academic requirements. Personal answers provided by applicants are screened and scored against a set rubric. To avoid the penalisation of applicants from disadvantaged backgrounds and in order to ensure equality and diversity amongst the applicant pool, additional points are awarded to UK applicants who have attended a school listed as contextual by the Establishment and/or who live in an area identified as having low Higher Education participation rates.

The cut off score for interview is determined by the number of interview places available, which is normally set at approximately four times the number of places available. Interviews are conducted in the UK, North America and Asia.

The interview is an essential part of the selection processes because it is considered to be a greater predictor of success. For this reason the Establishment doesn't offer any places without a candidate having attended an interview. In the Multi-Mini Interviews format a more developed and defined marking system was introduced to improve consistency amongst markers, and changes to questions relating to work experience.

The Establishment offers three different routes that enable a student to qualify as a veterinary surgeon:

-Five-year BVetMed primarily designed for appropriately qualified high school leavers. Students have the opportunity to intercalate between years two and three to complete a BSc degree.

-Gateway to Veterinary Medicine programme is a six-year programme for high school leavers. This programme aims to improve the proportion of students from under-represented groups and disadvantaged backgrounds while also contributing to an ongoing improvement in the percentage of students who register as Black, Asian and Minority Ethnic (BAME). The entry requirements, in addition to being lower than the standard five year entry, includes the performance of the school attended, the rate of Higher Education participation in the area the applicants live and their low household income. Gateway students and entrants to the five year degree, are entitled to a bursary of £1,000 for each year of their study.

Upon successful completion of the Gateway programme, students automatically progress to the five-year BVetMed programme. Students have the choice to complete their veterinary education at other UK institutions and a small proportion of Gateway students (typically 1 or 2 each year) do so.

-Graduate Accelerated BVetMed is a four-year programme specifically designed for graduates of a relevant biological science degree. After completion of an introductory graduate transition year, students are enabled to join year three of the five-year programme.

The Establishment doesn't accept students from other vet schools onto its programmes, because of the variation in curricula across different vet schools, what can be detrimental to a student's success to join in the midway through the programme.

7.1.2. Description of how the Establishment adapts the number of admitted students to the available educational resources and the biosecurity and welfare requirements

The number of student places is determined by the combination of national needs in graduates in veterinary sciences with financial modelling to determine the most cost-effective means of delivering a curriculum and related environments most suited to form such graduates.

The Establishment has acquired greater flexibility in the recruitment number of UK/EU students after the removal of the student number caps imposed by the Government. Both UK and EU students are subsidised to an equal extent. As the UK government makes no provision for non-subsidised domestic places, the student body is entirely composed of subsidised UK/EU students and international students from outside the EU.

Table: Updated table of students numbers.

Class	2012/3	2013/4	2014/5	2015/6	2016/7
Gateway	40	44	42	46	50
First year	218	202	207	212	216
Second year	205	205	197	207	209
Accelerated	55	33	45	80	99
Third year	257	251	226	239	268
Fourth year	232	247	252	219	234
Fifth year	214	232	242	248	219
Graduated	210	231	241	241	213

The two main reasons to increase the number of national and international veterinary graduates, are the current national requirements for qualified veterinarians and the need to generate income in order to facilitate continuous programme enhancement. The Establishment is not anticipating major changes in student numbers over the next five-year period.

The number of residents is increasing in a steady way over the period under evaluation, which is related with the increased capacity of the clinics for advanced training and the demand for highly qualified veterinary graduates. The number of interns has been relatively static, but with the introduction of Postgraduate Diploma in Veterinary Clinical Studies it is expected that their number to be doubled, predominantly through enhanced collaborative training partnerships.

One of the commitments of the Establishment is to improve the proportion of students from under-represented groups and disadvantaged backgrounds as well as improve the percentage of BAME students. The target is that the composition of the students body is more closely

aligned to the general UK population and the internationalisation of the student body by increasing the proportion of non-EU international students. The number of international BAME students increased 14% whereas the number of national BAME student is lower.

7.1.3. Description of the progression criteria and procedures, the available remediation and supports, the rate and main causes of attrition

The requirement to pass each year is the achievement of an aggregate mark of 50%. The RVC Charter outlines the Establishment's expectations in relation to students with particular regard to professional behaviours. This is communicated to students of different ways. After investigation of general or academic misconducts of a student, an appropriate penalty is applied where necessary. If the misconduct is persistent or significant, the Professional Requirement Procedure can be instigated.

Students cannot appeal the award of individual marks. They are able to appeal an exam board decision and the decision of any panel that removes them from the course due to poor performance if they feel they have been disadvantaged due to personal circumstances. This system identifies and supports students with remediation where their performance is inadequate.

Students identified as struggling or underperforming academically are encouraged to meet with their personal tutor and/or the Educational Development team to discuss strategies for success and to identify skills gaps. Students who have been absent from assessments without approval, those who have not been engaging with elements of their taught programme, those who fail rotation blocks or receive negative feedback on placement or rotations which is a cause for concern, and students who are considered high risk (e.g. those repeating a year of study or returning to study following an upheld appeal) may also be referred to the Student Performance and Development System (SPDS) directly by a personal tutor, through faculty or staff, via self-referral and through students (as individuals or as groups).

Students who need to defer and those who withdraw have access to services for a period of time after leaving. This ensures smooth transitions out and back into university. Before returning to study, students attend a 'Return to Study' meeting with SPDS and OH where appropriate. The student's personal tutor will also be advised when a student is referred to this process and receive a copy of the list of actions so they can provide additional advice and support.

The main causes of relative attrition are academic in nature and for the absolute attrition are of personal order.

The great majority of students graduate in 5 years.

7.1.4. Brief description of the services available for students

The Students' Union (SU) promotes the general interests of students and provides recognised channels of communication between students and the Establishment authorities. All members of the SU are registered students of the Establishment. Information on the current list of clubs and organisations run by the RVCSU can be found at the SU website.

Student support services include advice centre, religious support and counselling, mindfulness workshops, walks, events that raise awareness of issues.

Educational Development helps students with postgraduate writing tutors, with support for specific learning, exam and assessment techniques, presentation and study skills, note making, time management, revision strategies, NAVLE examinations.

The students have Sports and Wellbeing Centre (Hawkshead) and the Camden Campus gymnasium (Health & Wellbeing). There is support for UKVI processing, including visa extensions, US Federal Loan processing/disbursement, SLC Loan processing, Professional association student membership – student status verification.

7.1.5. Brief description of the process and the implication of staff, students and stakeholders in the development, implementation, assessment and revision of the admission procedures, the admission criteria, the number of admitted students and the services to students

The number of student places is determined by a combination of the current perceived needs of the UK for veterinary graduates together with financial modelling of the most cost-effective means of delivering the curriculum. The recruitment targets are set to achieve a student body with not only a cultural and ethnic composition more closely aligned to the general UK population but also internationalising by increasing the proportion of non-EU international students.

7.2. Comments

The selection criteria for the admission to the programme are consistent with the mission of the Establishment. The programme is advertised in the Establishment website, in such a way that contains all the details.

The Establishment has mechanisms that identify and support students with remediation where their performance is inadequate.

The RVC is commended for its comprehensive suite of student support services.

7.3. Suggestions for improvement

According to EAEVE standards, the status of the Establishment must be mentioned on the Establishment website.

7.4. Decision

The Establishment is compliant with Standard 7.

8. Student assessment

8.1. Findings

8.1.1. Brief description of the student's assessment strategy of the Establishment

The requirement to pass each year is the achievement of an aggregate mark of 50%, but within this there are additional requirements that reflect the importance of each year's learning as a foundation for the next, and, particularly, for clinical skills.

The RVC Charter outlines the expectation of students, including their professional behaviours. This is communicated to students electronically at first enrolment, hard copy during induction and is publicly available on the College's web pages. Should a student fail to meet these expectations through academic or general misconduct, then the appropriate policy is employed to investigate and apply proportionate penalties where necessary. These

regulations are also individually communicated to the student in writing when procedures commence. Where the misconduct is persistent or significant, the Professional Requirements Procedure can be instigated at any time. The College ensures fairness and transparency within all of these processes through clear guidelines and a hearing panel that includes a representative from the Students' Union (unless the student requests them not to attend), a range of academic staff and in the case of Professional Requirements a member of the appropriate profession and a panellist external to the College.

Students cannot appeal the award of individual marks as this calls into question academic judgement which is regulated by double or sample marking and the external examiner system. A student is able to appeal an exam board decision removing them from the programme following a procedural error or where they can evidence that they have been disadvantaged relative to their peers, typically on medical or personal grounds. As with all student-facing policies, the appeal policy and process is communicated to students via the RVC web pages but also individually via letter following the decision to remove a student from the programme.

8.1.2. Description of the assessment methodology to ensure that every graduate has achieved the minimum level of competence, as prescribed in the ESEVT Day One Competences

See Standard 11.

8.1.3. Description of the processes for providing to students a feedback post-assessment and a guidance for requested improvement

See Standard 11.

8.1.4. Brief description of the process and the implication of staff, students and stakeholders in the development, implementation, assessment and revision of the student's assessment strategy

See Standard 11.

8.2. Comments

None.

8.3. Suggestions for improvement

None.

8.4. Decision

The Establishment is compliant with Standard 8.

9. Academic and support staff

9.1. Findings

9.1.1. Brief description of the global strategy in order to ensure that all requested competences for the veterinary programme are covered for both academic and support and that they are properly qualified and prepared for their roles

The Establishment needs to attract the best employees (academic and support) with different backgrounds to successfully implement its strategic plan. The number of faculty members is 235, of which 23 are off-site individuals delivering teaching on BVetMed programme.

Adjustments had to be made to the number of clinical faculty positions in order to expand clinical activities and thus provide students with sufficient and diverse clinical cases and opportunities for small group learning.

Whenever a faculty position becomes vacant, the College Executive Committee considers whether it is appropriate to fill it, since the authorisation depends of this committee.

All recruitment panels include a member with experience in recruitment and selection to ensure fairness, transparency and compliance with the process. Template job descriptions and person specifications have been developed to ensure the merit of the applicant to be considered and that the entire recruitment process is fair, consistent and robust for all appointments.

Once appointed, all faculty receive a programme with specific induction objectives, which are reviewed and signed off by the Head of Department at the end of the induction period, usually three months.

All permanent faculty, full-time or par-time, undergo a three-year probationary period prior to confirmation in post. For this process the Individual Career Profile is fundamental. In addition to relevant teaching, clinical and/or research objectives, all ICPs must reflect the requirements of the RVC Behaviours Framework.

On completion of the probationary period, ongoing development of faculty is managed through the College's Review Process.

During appraisals, opportunities for promotion will be discussed. The appraisal focuses on personal development and includes discussion on opportunities for the coming year for every member of faculty.

The Establishment delivers teacher training programmes (In-Service Training days, Staff Development training, PG Certificate, Diploma and MSc in Veterinary Education, Teaching and Learning in Higher Education) to all staff, including the ones involved in core rotation teaching and staff from off-site clinical practices where core rotations are offered, students and external examiners.

The Establishment received an Excellence in Faculty Development award from leaders in healthcare education around the world.

9.1.2. Description of the adequacy of the number of academic and support staff in the different departments/units with the number of students to be taught

The No. of FTE academic staff involved in veterinary training is 216; No. of FTE veterinarians involved in veterinary training is 153; No. of FTE support staff involved in veterinary training is 470. No. of FTE academic staff involved in veterinary training / no. of undergraduate students is 0.172

9.1.3. Brief description of the process and the implication of staff, students and stakeholders in the development, implementation, assessment and revision of the strategy for allocating, recruiting, promoting, supporting and assessing academic and support staff

The RVC Behaviours Framework is based on a nationally validated scheme and forms an integral part of the Establishment's Management Development Programme, to which probationary faculty have full access.

Formal Appraisal Reviews are carried out annually and provide an opportunity for employees to reflect with their Head of Department on their performance during the past year and their development and career aspirations in the year ahead.

If agreement is reached between the appraisee and their Head of Department that they should be considered for promotion, a further ICP will be agreed between them and submitted to the APPP for approval. Once the objectives in the ICP are met the APPP confirms the promotion.

Attendance at courses and conferences as well as personal requests for periods of leave to study are discussed and considered by the Head of Department.

The Establishment provides extensive development opportunities for all employees via in-house provision, as well as supporting attendance at external training events and conferences. The full Staff Development Programme is available on the HR intranet pages.

The Establishment appointed a Staff Development Manager who collaborates with other members to ensure that the annual Staff Development Programme contains material relating specifically to faculty development. This is within an overall programme that incorporates areas such as Health and Safety, Information Technology, Skills and Knowledge and Leadership and Management as well as Wellbeing. The appointment of the Staff Development Manager has increased the Establishment's capacity to deliver additional development opportunities in-house.

The Establishment invested in development opportunities for all employees and in the last year over 900 participants attended 121 College facilitated training courses. Membership of the Higher Education Academy remains high with 203 active members.

9.2. Comments

The Establishment provides formal training for everybody involved in teaching, including the examiner training, beside the increased investment in staff development.

Based on the appraisal reviews the opportunities for promotion are provided each year and then discussed with the head of the department.

9.3. Suggestions for improvement

None.

9.4. Decision

The Establishment is compliant with Standard 9.

10. Research programmes, continuing and postgraduate education

10.1. Findings

10.1.1. Brief description of how the research activities of the Establishment and the implication of most academic staff in it contribute to research-based undergraduate veterinary education

The RVC has an annual research budget of around 13M € with 79% of the faculty involved in research and generating an impressive 498 and 501 peer-reviewed research publications in 2016 and 2017 respectively across the 3 departments.

Apart from veterinary research, the RVC contributes considerably to pedagogical research through the LIVE (Lifelong Independent Veterinary Education centre) project with members of its team being integrated with the College's Learning Development team. This strong link between the research themes and teaching and learning means that findings can be directly implemented in the development of the curriculum.

The theory and practice of scientific research are embedded in the curriculum with topics and experience in all five years of the programme. These activities are part of the core curriculum and therefore undertaken by all students. Students, interns and residents are actively involved in research with many students appearing as co-authors at scientific publications.

10.1.2. Description of how the postgraduate clinical trainings of the Establishment contribute positively to undergraduate veterinary education and how potential conflicts in relation to case management between post- and undergraduate students are avoided

Interns and residents work, as part of their studies, in many of the College's clinical facilities and are actively involved in the clinical training of students. Residents are trained as educators in a module of their MVetMed degree entitled "Teaching and Learning in Higher Education". There are clearly defined responsibilities and roles for the BVetMed student, intern and resident, which means they are able to work/study alongside each other without competing for clinical resources or research material.

10.1.3. Brief description of the process and the implication of staff, students and stakeholders in the development, implementation, assessment and revision of research, continuing and postgraduate education programmes organised by the Establishment

There are regular research seminars held at the College which are available for staff and students to attend. These are video-linked between campuses and promoted on the intranet. There are weekly seminars given by PhD students at the College and regular research seminars given either by members of faculty or external speakers. In addition to these regular research presentations there are also student research symposia arranged annually where poster presentations and seminars are given by the College's postgraduate students. All these events are promoted internally and students on the BVetMed programme are encouraged to attend.

Interns and residents work, as part of their studies, alongside BVetMed students in many of the College's clinical facilities and are actively involved in the clinical training of students. Residents are trained as educators in a module of their MVetMed degree entitled "Teaching and Learning in Higher Education". There are clearly defined responsibilities and roles for the BVetMed student, intern and resident which means they are able to work/study alongside each other without competing for clinical resources or research material.

10.2. Comments

The RVC has an excellent research programme which supports the training of veterinary students at all levels.

10.3. Suggestions for improvement

None.

10.4. Decision

The Establishment is compliant with Standard 10.

11. Outcome Assessment and Quality Assurance

11.1. Findings

11.1.1. Description of the global strategy of the Establishment for outcome assessment and Quality Assurance (QA), in order to demonstrate that the Establishment:

-) has a culture of QA and continued enhancement of quality;

-) operates ad hoc, cyclical, sustainable and transparent outcome assessment, QA and quality enhancement mechanisms;
-) collect, analyse and use relevant information from internal and external sources for the effective management of their programmes and activities (teaching, research, services);
-) informs regularly staff, students and stakeholders and involves them in the QA processes;
-) closes the loop of the QA Plan-Do-Check-Act (PDCA) cycle;
-) is compliant with ESG Standards.

The Establishment has a strong tradition of attention to quality assurance which is evident through the results of 2015 QAA and the 2017 TEF, in whose report the teaching, learning and outcomes for its students were considered outstanding, for that it was awarded Gold. The regular inspections conducted by RCVS are very important for the professional accreditation, as well as the visits of EAEVE and CoE AVMA. The successive reports' recommendations are not neglected. Several committees of the Establishment are charged with assessing and managing the specific risks of the mission. The Council is assured of risk management through the Audit Committee reports.

All the academic matters are the responsibility of the Academic Board, which advises the Council and it is chaired by the Principal. The committees that report to AB are concerned with the adequacy and efficacy of BVetMed programme, the students' extra-curricular experience and the academic mission of the Establishment.

Programme outcomes are quantitatively assessed through several rates like attrition rates, employment rates, examination results, graduation rates, employer and student satisfaction. In the qualitative measures of assessment are included "the student voice" and its incorporation across the committees of the Establishment, groups on specific experience and reports from External Examiners. The attrition rates are monitored annually via the report on annual quality improvement (AQIR) process as well as comparison via entry route.

There are processes for recognising and rewarding staff who deliver excellent student learning experience.

Clinical services are assessed by examining patient caseload, clinical income, number of repeated referrals, charitable giving by clients, client surveys and feedback from clients and referring veterinary practices.

All academic staff involved in teaching must study for and achieve a HE teaching qualification (e.g. PG Cert in Veterinary Education). The proportion of research-active faculty is 79%.

The BVetMed programme is reviewed every six years, by a panel composed of key stakeholders including students, employers and recognised educationalists at other HEIs. The AQIR include the recommended actions from the periodic review and the curriculum review. The Establishment's current strategic plan has been updated by extending it until 2021 so that the impact of Brexit can be considered.

The Establishment has policies and processes to guarantee they are in compliance with the Standards and Guidelines for Quality Assurance in the European Higher Education Area (ESG).

After the introduction of Feedback Policy and with the reinforcement of the tutorial system on this policy, the BVetMed students agree that the feedback is timely.

AQIR reports about internal examiners and their consistency in the annotation of exam and essay scripts resulted in high attendance to training sessions by faculty. The use of Folium in tutorial sessions will help to enhance individual learning and their degree outcomes.

The Establishment's highest priority is to ensure the link between the competences and learning outcomes of the graduates, setting learning outcomes for all classes. Whenever it is necessary they are reviewed and updated by the Strand Leaders so that there is harmonization between LOs and teaching material.

11.1.2. Brief description of the specific QA processes for each ESEVT Standards

External Examiners are experienced in assessment and are a cornerstone of QA and for additional benchmarking. The last review of the Establishment by the UK QAA confirmed that academic standards, the quality of its student learning opportunities and the quality of information about its learning opportunities meet UK expectations, which is disseminated among students and public in-wide.

The report on annual quality improvement (AQIR) and the survey results are scrutinised by a sub-group of the Teaching Quality Committee and later discussed by the teaching team and student representatives in the Undergraduate Medicine Course Management Committee (CMC). The resulting AQIR action plan is considered at the LTAC, the outputs of which are ultimately viewed by AB. This review process has resulted in several programme amendments.

11.1.3. Brief description of the process and the implication of staff, students and stakeholders in the development, implementation, assessment and revision of the QA strategy of the Establishment

Quality improvement is achieved through the External Examiner system and surveys delivered to graduates, employers and faculty. The aim of the faculty surveys is to know the adequacy of resources and student knowledge/skill acquisition. The results of surveys to graduates are considered by the TQC and are used to develop the programme. The employers' surveys resulted in the introduction of Professional Orientation and Development module in the BVetMed.

One of the consequences of continuous improvement is the increased rate of satisfaction for BVetMed students engaged with the NSS survey. Students are pleased with the opportunity to provide feedback on their course and they ranked the Establishment as providing the best quality teaching of all UK universities; this together with employment outcomes resulted in a gold award attributed to the Establishment in the first national TEF (Teaching of Excellence Framework).

Input from senior veterinarians who are leaders of key external stakeholders groups is important for the Establishment for the continuous QA procedures.

The recommendations and the surveys of the aforementioned groups are fundamental to the Strategic Plan which is monitored by the Establishment Council through annual reports and performance against Key Performance Indicators. The Council has confirmed that the Establishment objectives have been achieved.

11.2. Comments

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The College has adopted a clear and well-resourced approach to the management and academic oversight of assessment and robust standard setting procedures are used where appropriate.

11.3. Suggestions for improvement

None.

11.3. Decision

The Establishment is compliant with Standard 11.

12. ESEVT Indicators



ESEVT Indicators

Name of the Establishment:						
Date of the form filling:						
Calculated Indicators from raw data			Establishment	Median	Minimal	Balance ³
			values	values ¹	values ²	
I1	n° of FTE academic staff involved in veterinary training / n° of undergraduate students		0.172	0.16	0.13	0.046
I2	n° of FTE veterinarians involved in veterinary training / n° of students graduating annually		0.661	0.87	0.59	0.071
I3	n° of FTE support staff involved in veterinary training / n° of students graduating annually		2.029	0.94	0.57	1.462
I4	n° of hours of practical (non-clinical) training		483.000	905.67	595.00	-112.000
I5	n° of hours of clinical training		1120.000	932.92	670.00	450.000
I6	n° of hours of FSQ & VPH training		71.000	287.00	174.40	-103.400
I7	n° of hours of extra-mural practical training in FSQ & VPH		25.333	68.00	28.80	-3.467
I8	n° of companion animal patients seen intra-murally / n° of students graduating annually		130.188	70.48	42.01	88.178
I9	n° of ruminant and pig patients seen intra-murally / n° of students graduating annually		0.438	2.69	0.46	-0.026
I10	n° of equine patients seen intra-murally / n° of students graduating annually		4.902	5.05	1.30	3.604
I11	n° of rabbit, rodent, bird and exotic seen intra-murally / n° of students graduating annually		8.618	3.35	1.55	7.073
I12	n° of companion animal patients seen extra-murally / n° of students graduating annually		12.435	6.80	0.22	12.212
I13	n° of individual ruminants and pig patients seen extra-murally / n° of students graduating annually		11.122	15.95	6.29	4.828
I14	n° of equine patients seen extra-murally / n° of students graduating annually		34.942	2.11	0.60	34.347
I15	n° of visits to ruminant and pig herds / n° of students graduating annually		2.030	1.33	0.55	1.483
I16	n° of visits of poultry and farmed rabbit units / n° of students graduating annually		0.049	0.12	0.04	0.004
I17	n° of companion animal necropsies / n° of students graduating annually		1.529	2.07	1.40	0.129
I18	n° of ruminant and pig necropsies / n° of students graduating annually		1.127	2.32	0.97	0.156
I19	n° of equine necropsies / n° of students graduating annually		0.286	0.30	0.09	0.194
I20	n° of rabbit, rodent, bird and exotic pet necropsies / n° of students graduating annually		0.437	2.05	0.69	-0.255
I21*	n° of FTE specialised veterinarians involved in veterinary training / n° of students graduating annually		0.440	0.20	0.06	0.377
I22*	n° of PhD graduating annually / n° of students graduating annually		0.118	0.15	0.09	0.030
1	Median values defined by data from Establishments with Approval status in April 2016					
2	Recommended minimal values calculated as the 20th percentile of data from Establishments with Approval status in April 2016					
3	A negative balance indicates that the Indicator is below the recommended minimal value					
*	Indicators used only for statistical purpose					

13. ESEVT Rubrics (summary of the decision on the compliance of the Establishment for each ESEVT Standard, i.e. compliance (C), partial compliance (PC) (Minor Deficiency) or non-compliance (NC) (Major Deficiency))

Standard 1: Objectives and Organisation	C	PC	NC
1.1. The Establishment must have as its main objective to provide, in agreement with the EU Directives and ESG recommendations, adequate, ethical, research-based, evidence-based veterinary training that enables the new graduate to perform as a veterinarian capable of entering all commonly recognised branches of the veterinary profession and to be aware of the importance of lifelong learning.	X		
1.2. The Establishment must develop and follow its mission statement which must embrace all the ESEVT standards.	X		
1.3. The Establishment must be part of a university or a higher education institution providing training recognised as being of an equivalent level and formally recognised as such in the respective country.	X		
1.4. The person responsible for the veterinary curriculum and the person(s) responsible for the professional, ethical, and academic affairs of the Veterinary Teaching Hospital (VTH) must hold a veterinary degree.	X		
1.5. The organisational structure must allow input not only from staff and students but also from external stakeholders.			
1.6. The Establishment must have a strategic plan, which includes a SWOT analysis of its current activities, a list of objectives, and an operating plan with timeframe and indicators for its implementation.	X		
Standard 2: Finances			
2.1. Finances must be demonstrably adequate to sustain the requirements for the Establishment to meet its mission and to achieve its objectives for education, research and services.	X		
2.2. The finance report must include both expenditures and revenues and must separate personnel costs, operating costs, maintenance costs and equipment.	X		
2.3. Resources allocation must be regularly reviewed to ensure that available resources meet the requirements.	X		
2.4. Clinical and field services must function as instructional resources. Instructional integrity of these resources must take priority over financial self-sufficiency of clinical services operations. Clinics must be run as efficiently as possible.	X		
2.5. The Establishment must have sufficient autonomy in order to use the resources to implement its strategic plan and to meet the ESEVT Standards.	X		
Standard 3: Curriculum			
3.1. The curriculum must be designed, resourced and managed to ensure all graduates have achieved the graduate attributes expected to be fully compliant with the EU Directive 2005/36/EC as amended by directive 2013/55/EU and its Annex V.4.1.	X		
3.2. The learning outcomes for the programme must be explicitly articulated to form a cohesive framework.	X		
3.3. Programme learning outcomes must be communicated to staff and students and: -) underpin and ensure the effective alignment of all content, teaching, learning and assessment activities of the degree programme; -) form the basis for explicit statements of the objectives and learning outcomes of individual units of study; -) be regularly reviewed, managed and updated to ensure they remain relevant, adequate and are effectively achieved.	X		
3.4. The Establishment must have a formally constituted committee structure (which includes effective student representation), with clear and empowered reporting lines, to oversee and manage the curriculum and its delivery. The committee(s) must: -) determine the pedagogical basis, design, delivery methods and assessment methods of the curriculum, -) oversee QA of the curriculum, particularly gathering, evaluating, making change and responding to feedback from stakeholders, peer reviewers and external assessors, and data from examination/assessment outcomes, -) review the curriculum at least every seven years by involving staff, students and stakeholders, -) identify and meet training needs for all types of staff, maintaining and enhancing their competence for the on-going curriculum development.	X		
3.5. The curriculum must include the subjects (input) listed in Annex V of EU Directive 2005/36/EC and must allow the acquisition of the Day One Competences (output) (see Annex 2). This must concern all groups of subjects, i.e. Basic Sciences, Clinical Sciences, Animal Production, Food Safety and Quality, and Professional Knowledge.			X
3.6. External Practical Training (EPT) are training activities organised outside the Establishment, the student being under the direct supervision of a non academic person (e.g. a practitioner). EPT cannot replace the core intramural training nor the extramural training under the close supervision of academic staff (e.g. ambulatory clinics, herds visits, practical training in FSQ).	X		
3.7. Since the veterinary degree is a professional qualification with Day One Competences, EPT must complement and strengthen the academic education by enhancing for the student the handling of all common domestic animals, the understanding of the economics and management of animal units and veterinary practices, the communication skills for all aspects of veterinary work, the hands-on practical and clinical training, the real-life experience, and the employability of the prospective graduate.	X		
3.8. The EPT providers must have an agreement with the Establishment and the student (in order to fix their respective rights and duties, including insurance matters), provide a standardised evaluation of the performance of the student during their EPT and be allowed to provide feedback to the Establishment on the EPT programme.	X		
3.9. There must be a member of the academic staff responsible for the overall supervision of the EPT, including liaison with EPT providers.	X		
3.10. Students must take responsibility for their own learning during EPT. This includes preparing properly before each placement, keeping a proper record of their experience during EPT by using a logbook provided by the Establishment and evaluating the EPT. Students must be allowed to complain officially or anonymously about issues occurring during EPT.	X		
Standard 4: Facilities and equipment			
4.1. All aspects of the physical facilities must provide an environment conducive to learning.	X		

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4.2. The veterinary Establishment must have a clear strategy and programme for maintaining and upgrading its buildings and equipment.	X		
4.3. Lecture theatres, teaching laboratories, tutorial rooms, clinical facilities and other teaching spaces must be adequate in number, size and equipped for the instructional purposes and must be well maintained. The facilities must be adapted for the number of students enrolled.	X		
4.4. Students must have ready access to adequate and sufficient study, self-learning, recreation, locker, sanitary and food services facilities.	X		
4.5. Offices, teaching preparation and research laboratories must be sufficient for the needs of the academic and support staff.	X		
4.6. Facilities must comply with all relevant legislation including health, safety, biosecurity and EU animal welfare and care standards.	X		
4.7. The Establishment's livestock facilities, animal housing, core clinical teaching facilities and equipment must: -) be sufficient in capacity and adapted for the number of students enrolled in order to allow hands-on training for all students -) be of a high standard, well maintained and fit for purpose -) promote best husbandry, welfare and management practices -) ensure relevant biosecurity and bio-containment -) be designed to enhance learning.	X		
4.8. Core clinical teaching facilities must be provided in a VTH with 24/7 emergency services at least for companion animals and equines, where the Establishment can unequivocally demonstrate that standard of education and clinical research are compliant with all ESEVT Standards, e.g. research-based and evidence-based clinical training supervised by academic staff trained to teach and to assess, availability for staff and students of facilities and patients for performing clinical research and relevant QA procedures. For ruminants and pigs, on-call service must be available if emergency services do not exist for those species in a VTH. The Establishment must ensure state-of-the-art standards of teaching clinics which remain comparable with the best available in the private sector.	X		
4.9. The VTH and any hospitals, practices and facilities (including EPT) which are involved with the curriculum must meet the relevant national Practice Standards.	X		
4.10. All core teaching sites must provide dedicated learning spaces including adequate internet access.	X		
4.11. The Establishment must ensure students have access to a broad range of diagnostic and therapeutic facilities, including but not limited to: pharmacy, diagnostic imaging, anaesthesia, clinical pathology, intensive/critical care, surgeries and treatment facilities, ambulatory services and necropsy facilities.	X		
4.12. Operational policies and procedures (including biosecurity, good laboratory practice and good clinical practice) must be taught and posted for students, staff and visitors.	X		
4.13. Appropriate isolation facilities must be provided to meet the need for the isolation and containment of animals with communicable diseases. Such isolation facilities must be properly constructed, ventilated, maintained and operated to provide for animal care in accordance with updated methods for prevention of spread of infectious agents. They must be adapted to all animal types commonly handled in the VTH.	X		
4.14. The Establishment must have an ambulatory clinic for production animals or equivalent facilities so that students can practise field veterinary medicine and Herd Health Management under academic supervision.	X		
4.15. The transport of students, live animals, cadavers, materials from animal origin and other teaching materials must be done in agreement with national and EU standards, to ensure the safety of students and staff and to prevent the spread of infectious agents.	X		
Standard 5: Animal resources and teaching material of animal origin			
5.1. The number and variety of healthy and diseased animals, cadavers, and material of animal origin must be adequate for providing the practical training (in the area of Basic Sciences, Clinical Sciences, Pathology, Animal Production, Food Safety and Quality) and adapted to the number of students enrolled.		X	
5.2. It is essential that a diverse and sufficient number of surgical and medical cases in all common domestic animals and exotic pets be available for the students' clinical educational experience and hands-on training.	X		
5.3. In addition to the training provided in the Establishment, experience can include practical training at external sites, provided this training is organised under direct academic supervision and at the same standards as those applied in the Establishment.	X		
5.4. The VTH must provide nursing care skills and instruction in nursing procedures.	X		
5.5. Under all situations students must be active participants in the workup of patients, including physical diagnosis and diagnostic problem oriented decision making.	X		
5.6. Medical records must be comprehensive and maintained in an effective retrieval system (preferably an electronic patient record system) to efficiently support the teaching, research, and service programmes of the Establishment.	X		
Standard 6: Learning resources			
6.1. State-of-the-art learning resources must be available to support veterinary education, research, services and continuing education. Timely access to learning resources, whether through print, electronic media or other means, must be available to students and staff and, when appropriate, to stakeholders. State-of-the-art procedures for bibliographical search and for access to databases and learning resources must be taught to undergraduate students.	X		
6.2. Staff and students must have full access on site to an academic library, which is administered by a qualified librarian, an Information Technology (IT) unit, which is managed by an IT expert, an e-learning platform, and the relevant human and physical resources necessary for development by the staff and use by the students of instructional materials.	X		
6.3. The Establishment must provide students with unimpeded access to learning resources which include scientific and other relevant literature, internet and internal study resources, and equipment for the development of procedural skills (e.g. models). The use of these resources must be aligned with the pedagogical environment and learning outcomes within the programme, and have mechanisms in place to evaluate the teaching value of innovations in learning resources.	X		
6.4. The relevant electronic information, database and other intranet resources must be easily available for students and staff both in the Establishment's core facilities via wireless connection (Wi-Fi) and from outside the Establishment via Virtual Private Network (VPN).	X		
Standard 7: Student admission, progression and welfare			

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7.1. The selection criteria for admission to the programme must be consistent with the mission of the Establishment. The number of students admitted must be consistent with the resources available at the Establishment for staff, buildings, equipment, healthy and diseased animals, and materials of animal origin.	X		
7.2. In relation to enrolment, the Establishment must provide accurate information in all advertisements regarding the educational programme by providing clear and current information for prospective students. Further, printed catalogue and electronic information must state the purpose and goals of the programme, provide admission requirements, criteria and procedures, state degree requirements, present Establishment descriptions, clearly state information on tuition and fees along with procedures for withdrawal, give necessary information for financial aid programmes, and provide an accurate academic calendar.	X		
7.3. The Establishment's website must mention the ESEVT Establishment's status and its last Self Evaluation Report and Visitation Report must be easily available for the public.	X		
7.4. The selection and progression criteria must be clearly defined, consistent, and defensible, be free of discrimination or bias, and take account of the fact that students are admitted with a view to their entry to the veterinary profession in due course.	X		
7.5. The Establishment must regularly review and reflect on the selection processes to ensure they are appropriate for students to complete the programme successfully, including consideration of their potential to meet all the ESEVT Day One Competences in all common domestic species (see Annex 2).	X		
7.6. Adequate training (including periodic refresher training) must be provided for those involved in the selection process to ensure applicants are evaluated fairly and consistently.	X		
7.7. There must be clear policies and procedures on how applicants with disabilities or illnesses will be considered and, if appropriate, accommodated in the programme, taking into account the requirement that all students must be capable of meeting the ESEVT Day One Competences by the time they graduate.	X		
7.8. The basis for decisions on progression (including academic progression and professional fitness to practise) must be explicit and readily available to the students. The Establishment must provide evidence that it has mechanisms in place to identify and provide remediation and appropriate support (including termination) for students who are not performing adequately.	X		
7.9. The Establishment must have mechanisms in place to monitor attrition and progression and be able to respond and amend admission selection criteria (if permitted by national or university law) and student support if required.	X		
7.10. Mechanisms for the exclusion of students from the programme for any reason must be explicit.	X		
7.11. Establishment policies for managing appeals against decisions, including admissions, academic and progression decisions and exclusion, must be transparent and publicly available.	X		
7.12. Provisions must be made by the Establishment to support the physical, emotional and welfare needs of students. This includes, but is not limited to, learning support and counselling services, careers advice, and fair and transparent mechanisms for dealing with student illness, impairment and disability during the programme. This shall include provision of reasonable accommodations/adjustments for disabled students, consistent with all relevant equality and/or human rights legislation.	X		
7.13. There must be effective mechanisms for resolution of student grievances (e.g. interpersonal conflict or harassment).	X		
7.14. Mechanisms must be in place by which students can convey their needs and wants to the Establishment.	X		
7.15. The Establishment must provide students with a mechanism, anonymously if they wish, to offer suggestions, comments and complaints regarding compliance of the Establishment with the ESEVT standards.	X		
Standard 8: Student assessment			
8.1. The Establishment must ensure that there is a clearly identified structure within the Establishment showing lines of responsibility for the assessment strategy to ensure coherence of the overall assessment regime and to allow the demonstration of progressive development across the programme towards entry level competence.	X		
8.2. The assessment tasks and grading criteria for each unit of study in the programme must be clearly identified and available to students in a timely manner well in advance of the assessment.	X		
8.3. Requirements to pass must be explicit.	X		
8.4. Mechanisms for students to appeal against assessment outcomes must be explicit.	X		
8.5. The Establishment must have a process in place to review assessment outcomes and to change assessment strategies when required.	X		
8.6. Programme learning outcomes covering the full range of professional knowledge, skills, competences and attributes must form the basis for assessment design and underpin decisions on progression.	X		
8.7. Students must receive timely feedback on their assessments.	X		
8.8. Assessment strategies must allow the Establishment to certify student achievement of learning objectives at the level of the programme and individual units of study.	X		
8.9. Methods of formative and summative assessment must be valid and reliable and comprise a variety of approaches. Direct assessment of clinical skills and Day One Competences (some of which may be on simulated patients), must form a significant component of the overall process of assessment. It must also include the quality control of the students logbooks in order to ensure that all clinical procedures, practical and hands-on training planned in the study programme have been fully completed by each individual student.	X		
Standard 9: Academic and support staff			
9.1. The Establishment must ensure that all staff are appropriately qualified and prepared for their roles, in agreement with the national and EU regulations. A formal training (including good teaching and evaluation practices, learning and e-learning resources, biosecurity and QA procedures) must be in place for all staff involved with teaching. Most FTE academic staff involved in veterinary training must be veterinarians. It is expected that greater than 2/3 of the instruction that the students receive, as determined by student teaching hours, is delivered by qualified veterinarians.	X		
9.2. The total number, qualifications and skills of all staff involved with the programme, including teaching staff, 'adjunct' staff, technical, administrative and support staff, must be sufficient and appropriate to deliver the educational programme and fulfil the Establishment's mission.	X		
9.3. Staff who participate in teaching must have received the relevant training and qualifications and must display competence and effective teaching skills in all relevant aspects of the curriculum that they teach, regardless of whether they are full or part time, residents, interns or other postgraduate students, adjuncts or off-campus	X		

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contracted teachers.			
9.4. Academic positions must offer the security and benefits necessary to maintain stability, continuity, and competence of the academic staff. Academic staff should have a balanced workload of teaching, research and service depending on their role; and should have reasonable opportunity and resources for participation in scholarly activities.	X		
9.5. The Establishment must provide evidence that it utilises a well-defined, comprehensive and publicised programme for the professional growth and development of academic and support staff, including formal appraisal and informal mentoring procedures. Staff must have the opportunity to contribute to the Establishment's direction and decision making processes.	X		
9.6. Promotion criteria for academic and support staff must be clear and explicit. Promotions for teaching staff must recognise excellence in, and (if permitted by the national or university law) place equal emphasis on all aspects of teaching (including clinical teaching), research, service and other scholarly activities.	X		
Standard 10: Research programmes, continuing and postgraduate education			
10.1. The Establishment must demonstrate significant and broad research activities of staff that integrate with and strengthen the veterinary degree programme through research-based teaching.	X		
10.2. All students must be trained in scientific method and research techniques relevant to evidence-based veterinary medicine.	X		
10.3. All students must have opportunities to participate in research programmes.	X		
10.4. The Establishment must provide advanced postgraduate degree programmes, e.g. PhD, internships, residencies and continuing education programmes that complement and strengthen the veterinary degree programme and are relevant to the needs of the profession and society.	X		
Standard 11: Outcome Assessment and Quality Assurance			
11.1. The Establishment must have a policy for quality assurance that is made public and forms part of their strategic management. Internal stakeholders must develop and implement this policy through appropriate structures and processes, while involving external stakeholders.	X		
11.2. The Establishment must have processes for the design and approval of their programmes. The programmes must be designed so that they meet the objectives set for them, including the intended learning outcomes. The qualification resulting from a programme must be clearly specified and communicated, and refer to the correct level of the national qualifications framework for higher education and, consequently, to the Framework for Qualifications of the European Higher Education Area.	X		
11.3. The Establishment must ensure that the programmes are delivered in a way that encourages students to take an active role in creating the learning process, and that the assessment of students reflects this approach.	X		
11.4. The Establishment must consistently apply pre-defined and published regulations covering all phases of the student "life cycle", e.g. student admission, progression, recognition and certification.	X		
11.5. The Establishment must assure themselves of the competence of their teachers. They must apply fair and transparent processes for the recruitment and development of staff.	X		
11.6. The Establishment must have appropriate funding for learning and teaching activities and ensure that adequate and readily accessible learning resources and student support are provided.	X		
11.7. The Establishment must ensure that they collect, analyse and use relevant information for the effective management of their programmes and other activities.	X		
11.8. The Establishment must publish information about their activities, including programmes, which is clear, accurate, objective, up-to date and readily accessible.	X		
11.9. The Establishment must monitor and periodically review their programmes to ensure that they achieve the objectives set for them and respond to the needs of students and society. These reviews must lead to continuous improvement of the programme. Any action planned or taken as a result must be communicated to all those concerned.	X		
11.10. The Establishment must undergo external quality assurance in line with the ESG on a cyclical basis.	X		
<i>C: (total or substantial) compliance; PC: partial compliance (Minor Deficiency); NC: non-compliance (Major Deficiency)</i>			

Executive Summary

The Veterinary College, London, was built in the parish of St Pancras in 1791, on the current site of The RVC's Camden Campus and the first students were enrolled in 1792. In 1949 The Royal Veterinary College became a full part of the University of London, and in 1955 the College acquired a country estate in Hertfordshire to provide a new field station which is the nowadays Hawkshead campus. The RVC is one of 18 institutions which comprise the federal University of London (UoL). The UoL and its member institutions are registered with the Office for Students (OfS) as higher education providers, in accordance with the UK legislative framework for Higher Education (the Higher Education and Research Act 2017). The UoL is also subject to a recognition order of the Veterinary Surgeons Act (1966) which allows holders of the Bachelor of Veterinary Medicine (BVetMed) degree to be registered with the RCVS and able to practise.

More recent developments include the building of the Queen Mother Hospital for Animals in Hertfordshire, which today treats over 7,000 patients a year and the establishment of the London Bioscience Innovation Centre, which houses over 40 life science companies.

The SER was well written with relevant references and relevant parts placed in detailed appendices. The Team had a number of pre site visit questions which were answered in great detail and thereby adding to a thorough understanding of the RVC curriculum, the strengths and the weaknesses of the Establishment and many other important details.

Illustrations and tables were sufficient and relevant to understand the RVC concept of teaching veterinary medicine integrated with research in a large university setting. Much material was also brought to the team's knowledge during the Visitation.

A couple of recalculated tables has been added to the Team's report.

Visitors representing the European Association of Establishments for Veterinary Education (EAEVE), the Royal College of Veterinary Surgeons (RCVS), the American Veterinary Medical Association Council on Education (AVMA COE), the Australasian Veterinary Boards Council (AVBC) and the South African Veterinary Council (SAVC) were present at the Royal Veterinary College from 02 – 09 November 2018 inclusive, having conducted off-site inspections on 3 November.

The current ESEVT Visitation was performed partly in agreement with the ESEVT SOP 2016 taking into consideration that the SER had to serve the combined purposes of RCVS, AVMA AVBC and EAEVE. However, supplemented with the 668 pages prepared as additional information before the Team's arrival and answers to multiple questions and presentation of a plethora of written information in the working rooms the Team found supporting documents including examination papers, external examiners' reports, committee records, course material, staff CPD records, as well as access to the College's intranet all necessary information available to perform a site visit according to the EAEVE standards was available.

The SER was provided to the Team two months before the Visitation.

Areas worthy of praise (i.e. Commendations):

- the 6 clear goals for the RVC strategy;
- the fact that students are represented by default in all RVC committees;
- the student-focused approach to accessible teaching content via digital support and tools as well as the visible, well-equipped and well used Learning Resource Centres;
- the Investment in additional physical spaces around the both campuses, where students can find support for their learning and academic development;
- the comprehensive suite of student support services;
- the excellent research programme which supports the training of veterinary students at all levels.

Areas of concern (i.e. Minor Deficiencies):

- partial compliance with Substandard 3.2. because the number of hours of practical (non-clinical) training and the number of rabbit, rodent, bird and exotic pet necropsies is below the ESEVT Indicators;
- partial compliance with Substandard 5.1. because of low numbers of hours in non-clinical training (I4), low number of hours in FSQ and VPH training (I6, I7), and low numbers of necropsies in rodents, birds and exotic pets (I20).

Item of non-compliance with the ESEVT Standards (i.e. Major Deficiency):

- non-compliance with Substandard 3.5. because the number of hours in FSQ and VPH training is far below the recommended minimal value and there is limited evidence of execution of practical post-mortem meat inspection, resulting in insufficient acquisition of some of Day One Competences in clinical sciences.

Glossary

AVBC: Australasian Veterinary Boards Council
AVMA COE: American Veterinary Medical Association Council on Education
EAEVE: European Association of Establishments for Veterinary Education
EBVS: European Board of Veterinary Specialisation
ECOVE: European Committee on Veterinary Education
EPT: External Practical Training
ESEVT: European System of Evaluation of Veterinary Training
ESG: Standards and Guidelines for Quality Assurance in the European Higher Education Area
FSQ: Food Safety and Quality
FTE: Full-Time Equivalent
IT: Information Technology
QA: Quality Assurance
RCVS: Royal College of Veterinary Surgeons
SAVC: South African Veterinary Council
SER: Self Evaluation Report
SOP: Standard Operating Procedure
VPH: Veterinary Public Health
VTH: Veterinary Teaching Hospital

Standardised terminology

Accreditation: status of an Establishment that is considered by ECOVE as compliant with the ESEVT Standards normally for a 7 years period starting at the date of the last (full) Visitation;

Establishment: the official and legal unit that organise the veterinary degree as a whole, either a university, faculty, school, department, institute;

Ambulatory clinic: clinical training done extra-murally and fully supervised by academic trained teachers;

Establishment's Head: the person who officially chairs the above described Establishment, i.e. Rector, Dean, Director, Head of Department, President, Principal, ...;

External Practical Training: clinical and practical training done extra-murally and fully supervised by non-academic staff (e.g. practitioners);

Major Deficiency: a deficiency that significantly affects the quality of education and the Establishment's compliance with the ESEVT Standards;

Minor Deficiency: a deficiency that does not significantly affect the quality of education or the Establishment's compliance with the ESEVT Standards;

Visitation: a full visitation organised on-site in agreement with the ESEVT SOP in order to evaluate if the veterinary degree provided by the visited Establishment is compliant with all ESEVT Standards; any chronological reference to 'the Visitation' means the first day of the full on-site visitation;

Visitation Report: a document prepared by the Visitation Team, corrected for factual errors and finally issued by ECOVE; it contains, for each ESEVT Standard, findings, comments, suggestions and identified deficiencies.

Decision of ECOVE:

The Committee concluded that the following Major Deficiency was identified:

- Non-compliance with Substandard 3.5. because the number of hours in FSQ and VPH training is far below the recommended minimal value and there is limited evidence of execution of practical post-mortem meat inspection, resulting in insufficient acquisition of some of Day One Competences in clinical sciences.

The Royal Veterinary College, University of London is therefore classified as holding the status of: **CONDITIONAL ACCREDITATION.**