Royal Veterinary College
University of London

European Association of Establishments for Veterinary Education

Self-Evaluation Report
May 2025

Contents

Introduction

In welcoming the international team to the Royal Veterinary College (RVC), we look forward to sharing the most recent developments in our 234-year history and to receiving critique of our efforts and achievements. A member institution of the University of London since 1949 and under whose degree awarding powers we continue to function, the RVC's activities take place over two campuses and Boltons Park Farm, and our community extends to approximately 1000 employees and 2.5k students. Offering multi-species, multi-discipline clinical care and training, we provide one of the largest referral services internationally.

As one of the few schools globally to hold accreditations from all the major veterinary education accrediting bodies, we strive for the highest of standards and recognise the importance of the international frameworks and metrics to which we subscribe in delivering our mission. Last visited by the European Association of Establishments for Veterinary Education (EAEVE) in 2018, one major and two minor deficiencies were identified and addressed, with a further visit in 2021 demonstrating full compliance with the European System of Evaluation of Veterinary Training (ESEVT). Along with reporting on progress through interim and annual reports, we are committed to the assessment of our degree programme against the standards of EAEVE. We recognise these standards as among the key external benchmarks that are essential to our quality assurance processes.

With regard to developments since our last visitation, as a research-led institution, we were pleased by the outcome of our evaluation in the Research Excellence Framework 2021, with 88% of our research rated as internationally excellent or world-class. More recently, in 2023, the RVC received an overall Silver award from the Teaching Excellence Framework (TEF), and Gold for Student Outcomes from the Office for Students, the UK regulator for Higher Education. In 2024, the RVC retained its Number 1 QS Global University ranking in Veterinary Science for the fourth consecutive year.

We have also seen the roll out of our new veterinary curriculum as well as significant capital development: The extension of our Teaching and Research Centre housing the Centre for Vaccinology and Regenerative Medicine, the newly opened Student Learning Centre at our Hawkshead Campus and the development of a new Large Animal Handling Facility at Boltons Park Farm are examples of investment well in excess of 60M Euros. We have also forged links with cognate institutions in developing new degree programmes, have secured the legal title of university and are privileged to have His Majesty, King Charles III as our new Patron.

Turning now to challenges, the exit of the UK from the EU tested the organisation on several fronts: Staff morale and departures of international colleagues, temporary exclusion from the Horizon 2020 and other EU based research funds and a general economic downturn were problems we addressed. Of course, the COVID-19 pandemic was the largest threat to our existence encountered in over two generations.

In addition to these major events, there is no doubt that societal change, the UK government funding of Higher Education and more general trends in the veterinary professions at large will require us to be robust and proactive in ensuring we retain our position as a leader in the sector. We recognise the need to innovate and evolve as we continue to seek making "a good thing better" and we welcome your advice and encouragement in pursuing this goal.

This Self-Evaluation Report is prepared in accordance with ESEVT SOP June 2023.

Stuart WJ Reid CBE FRCVS
President & Principal

Area 1. Objectives, Organisation and Quality Assurance Policy

Standard 1.1 The VEE must have as its main objective the provision, in agreement with the EU Directives and ESG Standards, of 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. The VEE must develop and follow its mission statement which must embrace the ESEVT Standards.

1.1.1 School mission statement and objectives

The VEE's mission is to be a leading international authority in education, clinical care, research, expert opinion and employment in veterinary and biomedical sciences.

The VEE is committed to the three pillars of its mission:
- Education of undergraduate and postgraduate students
- Discovery and translation of new knowledge
- Delivery of the very best clinical care and opinion

To align to this mission, the RVC Strategic Plan 2022-2026 (https://rvc.uk.com/strategic-plan-2022-2026) identifies the activities to which it is committed, its focused objectives and the broad metrics by which it expects to be judged. Each of the three pillars has a sub-strategy providing greater detail on activity and metrics for each area while recognising the pillars are not silos. The sub-strategies are:

- Blended Learning Strategy
- Clinical Strategy
- Data and Digital Technology Strategy
- Estates Strategy
- Environmental Sustainability Strategy
- Equality, Diversity and Inclusion Strategy
- Global Strategy
- Learning, Teaching, Assessment and Student Experience Strategy
- Research and Innovation Strategy
- Student Voice Strategy

Success in each is dependent on success in all three. Progress against the organisational strategic objectives is presented at each Council meeting.

1.1.2 How the core curriculum enables all new graduates to perform as a veterinarian capable of entering all commonly recognised branches of the veterinary profession

The educational aims of the VEE's strategic plan are developed further in the Learning, Teaching, Assessment and Student Experience (LTASE) Strategy (https://rvc.uk.com/student-experience-strategy). This outlines the intention to have outcomes-based degree programmes that satisfy the requirements of the accrediting bodies with an explicit intention to develop students as lifelong learners. The curriculum has been designed to ensure students, on graduation, have achieved the Day One Competences of the European System of Evaluation of Veterinary Training (ESEVT), American Veterinary Medical Association (AVMA) and Royal College of Veterinary Surgeons (RCVS). Assessment of Day One Competences is a requirement for the Bachelor of Veterinary Medicine (BVetMed) degree, which ensures graduates have the skills to perform as a veterinarian capable of entering all commonly recognised branches of the veterinary profession on graduation. The LTASE is supplemented by the Research and Clinical sub-strategies aligning all activities across the VEE to deliver ethical, research and evidence-based veterinary training.

Standard 1.2 The VEE 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. 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. The decision-making process, organisation and management of the VEE must allow implementation of its strategic plan and of a cohesive study programme, in compliance with the ESEVT Standards.

1.2.1 Details of the VEE

The Royal Veterinary College operates from two campuses:

The Royal Veterinary College
Royal College Street
Camden
London
NW1 0TU
Telephone: +44 (0)20 7468 5000

The Royal Veterinary College
Hawkshead House
Hawkshead Lane
North Mymms
AL9 7TA
Telephone: +44 (0)1707 666333

Website: www.rvc.ac.uk

President & Principal: Professor Stuart WJ Reid, CBE BVMS PhD DVM DipECVPH FRSE FRCVS

1.2.2 Relationship with the University of London

The VEE is one of 19 member institutions within the University of London (UoL) federation and awards degrees through the UoL as well as holding its own Degree Awarding Powers.

The UoL and its member institutions are registered with the Office for Students (OfS) as higher education providers, in accordance with the English legislative framework for higher education. The UoL is also subject to a recognition order of the Veterinary Surgeons Act (1966), enabling it to award the BVetMed degree which qualifies holders for registration with the RCVS and able to practise as fully qualified veterinarians.

The VEE's President & Principal is a member of the Collegiate Council of the UoL alongside heads of the other member institutions. The Council advises the Board of trustees on strategic direction of the UoL and is responsible for its academic affairs. President & Principal Reid has also served as a trustee of UoL, elected from UoL's Collegiate Council.

1.2.3 Organisation chart (diagram) of the VEE with a brief description of the decision-making process

Leadership and Management
The President & Principal, a veterinarian, is the chief executive, chief accounting officer and senior academic officer of the VEE and is responsible to the Council for the operational management of all aspects of the VEE's work. The President & Principal delegates responsibility for specific aspects of the VEE's mission and management to the Principal's Advisory Group (PAG) and/or College Executive Committee (CEC) but retains responsibility for their work.

The Deputy Principal, Vice Principals, Chief Operating Officer and Chief Financial Officer are responsible to the Council, through the President & Principal, for leadership and overall management of their respective mission/service areas in accordance with their job descriptions and the VEE's policies and Financial Regulations. They delegate responsibility for mission delivery to Heads of Department/Division and other members of the VEE but retain ultimate responsibility for the delivery of their mission and service areas. The organisation diagram is found in Appendix 1.2a.

Charter, Statues and Council Governance:

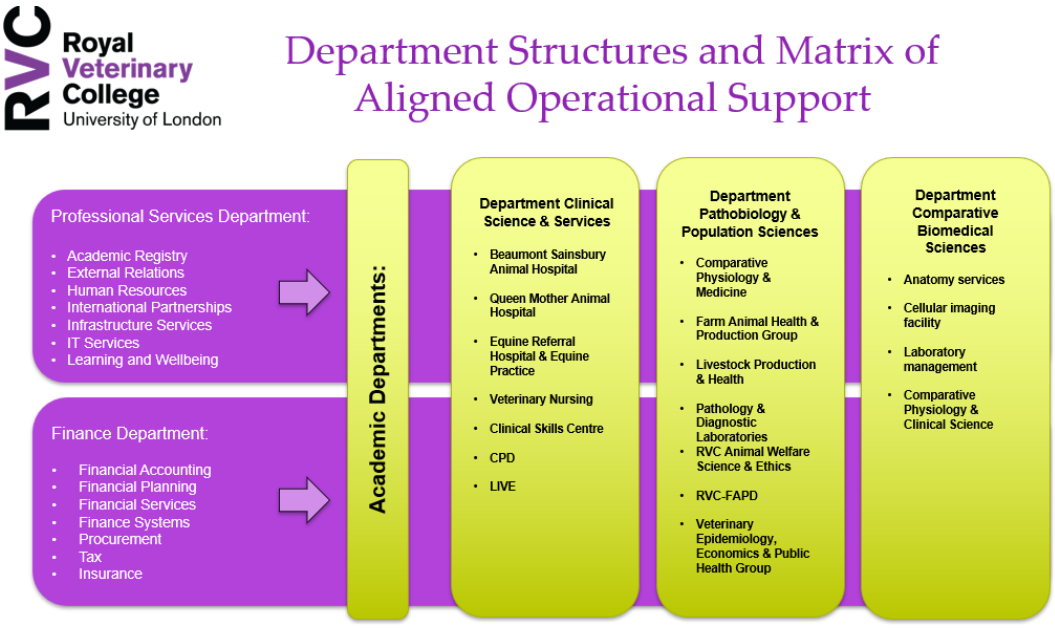
The VEE's legal status and overarching governance arrangements are defined in its Charter (and Statutes). The VEE's governing body is the RVC Council, which ensures that governance arrangements comply with the Higher Education Code of Governance, issued by the Committee of University Chairs (CUC); this is a condition of registration as a Higher Education provider with the Office for Students (OfS). Council is supported by its sub-committees, details of which can be

found in the organogram Appendix 1.2b with additional information in Standard 1.6. The Council must seek and receive advice on academic matters from the Academic Board, which is chaired by the President & Principal and into which all teaching and quality related committees report.

1.2.4 List of departments/units/clinics, description of composition and management information

The VEE operates under a matrix style management and has three academic departments, supported by the Professional Services Department (PSD) and Finance Department. The academic departments are:

- Comparative Biomedical Sciences (CBS)
- Clinical Science and Services (CSS)
- Pathobiology and Population Sciences (PPS)



The academic members of the three departments support the delivery of the BVetMed programme in accordance with the VEE's mission. The most senior academics are:

Heads of Department are responsible to Council, through the President & Principal, for leadership and overall management of academic departments, in accordance with their job descriptions and the VEE's policies and Financial Regulations.

Curriculum Managers (Course Director, Year Leaders and Strand Leaders for the BVetMed): The Course Director is directly responsible (with support of their deputy, year leaders and strand leaders) for delivery and development of the BVetMed programme.

1.2.5 VEE Committees

The VEE Council, Boards and committees organograms can be found in Appendices 1.2b-1.2f, and a description of their composition can be found in https://rvc.uk.com/board-committee. The members and credentials of the College Executive Committee (CEC) and the Principal's Advisory Group (PAG) are listed in Appendix 1.2g. Arrangements (Terms of Reference, Membership etc.) for all of the VEE's committees are maintained and regularly reviewed by the Secretariat in consultation with the Chairs and Secretaries to each committee. The VEE's default position is that there is student representation on all committees. The Student Union President has an open invitation to attend and observe the CEC, as do all members of staff.

1.2.6 Formal collaborations with other Veterinary Schools

The VEE formally collaborates with Aberystwyth University on the delivery of the Bachelor of Veterinary Science (BVSc) degree programme; Standard 3 provides further information.

1.2.7 Name and degrees of the person(s) responsible for the veterinary curriculum and for the professional, ethical, and academic affairs of the VTH

- President & Principal: Professor Stuart Reid, CBE BVMS PhD DVM DipECVPH FRSE FRCVS
- Deputy Principal, also responsible for partnership provision of clinical rotations: Professor David Church BVSc PhD MACVSc FHEA MRCVS
- Vice Principal with responsibility for Learning, Teaching and Assessment, (and specifically for the veterinary curriculum): Professor Adrian Boswood MA VetMB DVC DipECVIM-CA (Cardiology) FHEA, MRCVS.
- Vice Principal responsible for the professional, ethical, and academic affairs of the Veterinary Teaching Hospital: Ms Amanda Boag MA VetMB DipECVECC DipACVECC DipACVIM FHEA FRCVS.

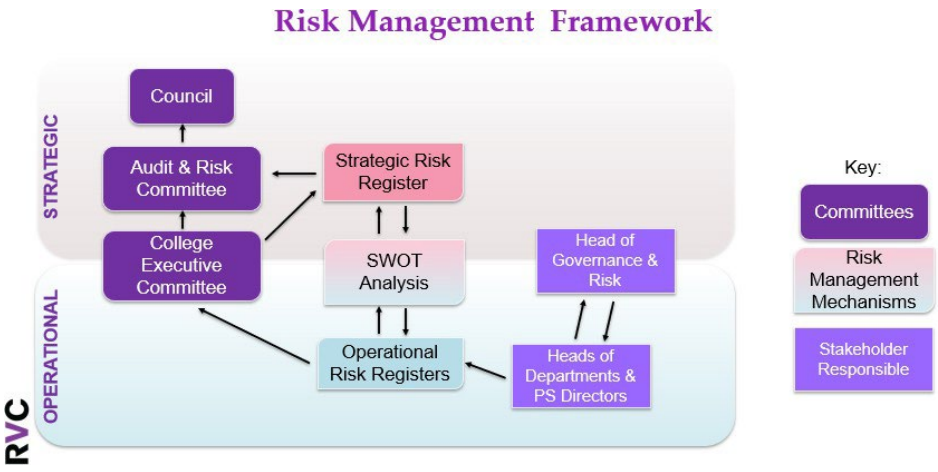
Standard 1.3 The VEE must have a strategic plan, which includes a SWOT analysis of its current activities, short- and medium-term objectives, and an operating plan with a timeframe and indicators for its implementation. The development and implementation of the VEE's strategy must include a role for students and other stakeholders, both internal and external, and the strategy must have a formal status and be publicly available.

1.3.1 Summary of the VEE's Strategic Plan

The RVC Strategic Plan 2022-2026, publicly available on the VEE's website, sets out three strategic pillars (see Standard 1.1). which is accompanied by overarching objectives and measurable outcomes. To ensure the Strategic Plan is operationally embedded, Vice Principals, senior members of PSD and Heads of Departments are responsible for setting and implementing sub-strategies which are considered and approved by CEC and Council. Development of these is undertaken through consultation with key stakeholders, including students, academics and support staff. Approval is undertaken through committee structures to ensure further scrutiny by key representatives.

1.3.2 Risk Management and SWOT analysis

Risk management at the VEE is governed by the institutional Risk Management Framework (see below). Operational risks are managed by Heads of Department and PSD section heads and are considered by both CEC and the Audit and Risk Committee.



VEE's Council monitors delivery of the Strategic Plan, considering an agreed set of key performance indicators, and the Strategic Risk Register. This includes risks identified by the SWOT analysis and/or factors that directly and indirectly impact key performance indicators (KPIs). Strategy delivery is supported by an annual financial planning process overseen by the CEC, which sets departmental objectives and budgets aligned to the strategy and responsive to internal and external change. The planning cycle begins in autumn with VEE's Council conducting a strategic review. With this as direction, senior management conducts an executive risk assessment, and an organisation SWOT analysis (https://rvc.uk.com/swot-analysis) compiled at the commencement of budget planning.

Standard 1.4 The VEE must have a policy and associated written procedures for the assurance of the quality and standards of its programmes and awards. It must also commit itself explicitly to the development of a culture which recognises the importance of quality, and QA within the VEE. To achieve this, the VEE must develop and implement a strategy for the continuous enhancement of quality. The VEE must have a policy for academic integrity, i.e. the expectation that staff and students act with honesty, trust, fairness, respect and responsibility.

1.4.1 Description of the global policy and strategy of the School for outcome assessment and Quality Assurance (QA)

The VEE's quality assurance and enhancement of quality ensures that the professional degrees remain relevant, appropriate and meet the accreditors' requirements. As described in Standard 1.3 there are sub-strategies to the Strategic Plan 2022-2026; central to this in relation to the assurance of quality and standard of its programmes and awards is the Learning, Teaching, Assessment and Student Experience Strategy.

The mapped compliance in https://rvc.uk.com/esg with the European Standards and Guidelines (ESG) as outlined in Part 1 of the Standards and Guidelines for Quality Assurance in the European Higher Education Area has a range of policies and processes assuring good practice. These include:

- Quality assurance
- Design and approval of programmes
- Student-centred learning, teaching and assessment
- Student admission, progression, recognition and certification
- Teaching staff
- Learning resources and student support
- Data and Digital Technology
- Public information
- Ongoing monitoring and periodic review of programmes
- Cyclical external quality assurance

The VEE meets the OfS's ongoing conditions for registration to maintain Higher Education institution status and institutional membership with the Quality Assurance Agency (QAA). It values the longstanding guidance provided by the UK Quality Code for Higher Education, in providing sector-agreed principles, key practices and acting as a benchmark of the VEE as an institution.

The procedures for quality assurance and confirmation of the standards of awards are published on the VEE's website. These show processes used in quality assurance and the enhancement of the student learning experience. Examples include:

- Reviews of Strands, Rotations and Research Projects
- Annual Quality Improvement Reports
- Periodic Review of Courses
- Design and Approval of Courses
- Student Engagement

Ownership of these procedures sits with the Teaching Quality Committee (TQC), a sub-committee of Academic Board. Each teaching unit (e.g. strand, rotation or elective) is reviewed annually by the Course Director, unit leader and other teaching contributors.

This review reflects on strengths and weaknesses of each unit of teaching and identifies aspects requiring modifications. Internal and external sources provide student feedback on teaching, feedback from external examiners relating to student assessment performance and recent graduate feedback. Year Leaders prepare an Annual Quality Improvement Report (AQIR) for their respective year(s) and a programme AQIR is prepared by the Course Director. Year level and programme level AQIRs undergo scrutiny by a TQC Subgroup, the Annual Quality Improvement Group (AQIG) (https://rvc.uk.com/qa-improvement-reporting). TQC maintains a rolling action plan incorporating AQIGs' outcomes and feedback, and feeds into the appropriate Course Management Committee(s) (CMCs) to ensure all relevant stakeholders consider the outcome of recommendations and proposals

for quality assurance and enhancement of a programme.

In addition to this annual process, a full Periodic Review of the programme is normally undertaken every six years according to the Guidelines for Periodic Review of Courses (https://rvc.uk.com/periodic-review-guidelines).This is conducted by a panel comprising teaching staff, at least one student not directly associated with the programme, and at least two external members. The panel's terms of reference include instructions to review the following:

- Continuing validity, relevance and currency of the programme's aims, objectives, and content
- Extent to which the aims and objectives are being achieved
- Extent to which the programme continues to meet the needs of students and of prospective employers of graduates and its continuing and likely future viability in the context of the student market
- Academic standards of the programme, with particular reference to changes in external reference points including the Framework for Higher Education Qualifications, any relevant subject benchmarking statements or equivalent, and, where appropriate, the requirements of professional, statutory and regulatory bodies and employers
- Quality of the programme

The BVetMed programme last underwent a periodic review in February 2024.

The RVC Charter outlines how members of staff and students are expected to support the work of the VEE. The Student Contract (https://rvc.uk.com/student-contract) details students' rights and outlines the related rules and regulations, policies and procedures.

Standard 1.5 The VEE must provide evidence that it interacts with its stakeholders and the wider society. Such public information must be clear, objective and readily accessible; the information must include up-to-date information about the study programme, views and employment destinations of past students as well as the profile of the current student population. The VEE's website must mention the VEE's ESEVT status and its last Self-Evaluation Report and Visitation Reports must be easily available to the public.

1.5.1 Description of how the School communicates with stakeholders and the public

The VEE informs stakeholders and the public on its objectives primarily through effective use of the VEE's website, where the RVC Strategic Plan 2022-2026 is publicly available.

Engagement with stakeholders is a priority for the VEE and it is committed to building and promoting active engagement with prospective students, animal owners, local schools and colleges, and the public in general. Staff and students are involved in initiatives which are often local to both campuses or offer visiting opportunities to the VEE. Staff and students are encouraged to volunteer and work on local initiatives, such as school visits and litter picking.

All departments at the VEE have extensive contact with stakeholders through professional organisations and with clients, visitors and partners to the VEE owned teaching hospitals. Information on these activities is promoted through targeted emails, listings/advertising and social media.

The VEE provides information on the website on the profile of its current students. This also details development plans for the OfS to ensure that the VEE is actively promoting an accessible and inclusive education for all. The institution also publishes information on the degree outcomes of students on its programmes: RVC Degree Outcomes 2022/23 (https://rvc.uk.com/degree-outcomes). Survey outcomes, shown in Appendix 1.5a, demonstrate a very high percentage of graduates are in full-time employment within a year of graduating.

1.5.2 Description of how to access the School's ESEVT status and the last ESEVT Self-Evaluation Report and Visitation Reports on the VEE's website

The ESEVT status of the VEE (https://rvc.uk.com/veterinary-medicine) is available on the University website along with links to the most recent ESEVT Self Evaluation Report and Visitation Reports (https://rvc.uk.com/visitation-report).

Standard 1.6 The VEE must monitor and periodically review its activities, both quantitative and qualitative, to ensure that they achieve the objectives set for them and respond to the needs of students and society. The VEE must make public how this analysis of information has been utilised in the further development of its activities and provide evidence as to the involvement of both students and staff in the provision, analysis and implementation of such data. Evidence must be provided that the QA loops are fully closed (Plan Do Check Adjust cycles) to efficiently enhance the quality of education. Any action planned or taken as a result of this data analysis must be communicated to all those concerned.

1.6.1 Description of how and by whom the strategic plan, the organisation, the activities and the QA policy are decided upon and communicated, implemented, assessed and revised

The VEE's Council as described in Standard 1.2 has overarching responsibility for the strategic plan, the organisation, the activities and the QA policies of the institution. Both quantitative and qualitative reports are presented by the executive and scrutinised by the external members of Council. The committees that report into Council, shown below, ensure operational delivery of the VEE's responsibilities through a standard agenda item: Committee Action lists.

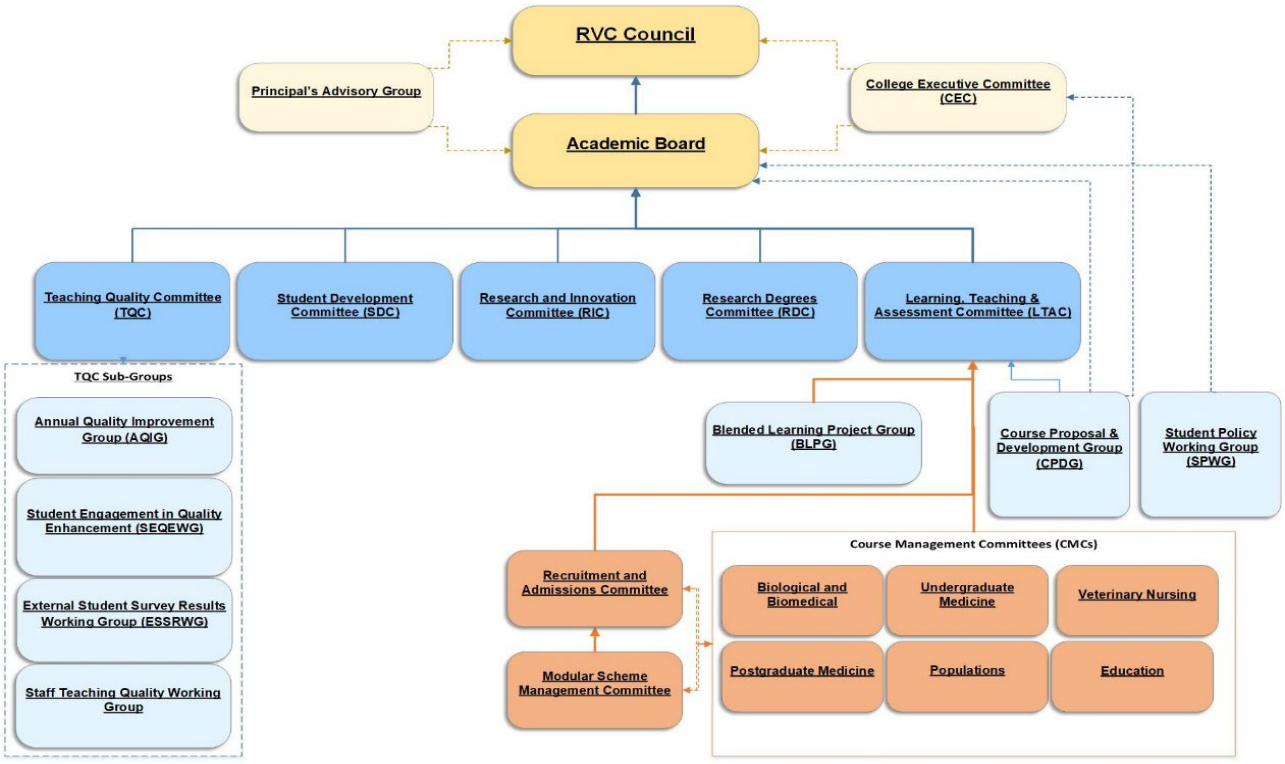
Council and the CEC also undertake communication of these actions with staff, students and stakeholders so that wider projects and consultation can then be undertaken to ensure the enhancement of the quality of the education being provided.

Academic Board (AB) oversees operational delivery of quality assurance with key institutional committees below reporting into it.

- Learning, Teaching and Assessment Committee (LTAC)
- Student Development Committee (SDC)
- Teaching Quality Committee (TQC)
- Research and Innovation Committee (RIC)
- Research Degrees Committee (RDC)

All are concerned with the different aspects of student experience, from delivering an effective and "fit-for-purpose" BVetMed programme to providing effective student support services, and other academic missions. Committee actions and project development require updates to ensure ongoing accountability and responsibility. All committees have student representation and ensure the development of actions come from all members of the committee, especially student input.

Academic Committee Structure



The Undergraduate Medicine CMC focusses on BVetMed delivery and reports directly into LTAC. It consists of relevant academic staff and representatives for students and external stakeholders, including employers.

Policies and procedures are developed and managed via these committees, sub committees, and student voice activities, with input from stakeholders. The VEE engages in a two-way process of feedback with activities such as 'You Said…We Did' comment boxes as detailed in Standard 6. Council and Academic Committee agendas, papers and minutes are published for staff and students to review. Actions are monitored, giving confidence that the loop is closed on the planning cycle.

Underpinning the Committee structures, the VEE's quality assurance processes ensure implementation, assessment and scrutiny of activities with staff and students involved in delivery and implementation. Cycles for ensuring quality assurance are detailed in Standard 1.4. Documentation from quality assurance processes are published. Academic Governance arrangements are reviewed annually and collated in the Academic Committee Handbook (https://rvc.uk.com/academic-committee-handbook).

Standard 1.7 The VEE must undergo external review through the ESEVT on a cyclical basis. Evidence must be provided of such external evaluation with the assurance that the progress made since the last ESEVT evaluation was linked to a continuous quality assurance process.

1.7.1 Date of the last ESEVT visitation and descriptions of how the deficiencies have been corrected and quality enhanced

The last ESEVT visit was a Re-visitation on 25-26th August 2021 following a visitation in November 2018 by a combined team representing the EAEVE, the RCVS and the American Veterinary Medical Association Council on Education (AVMA COE). Following the receipt of the report from the European Committee of Veterinary Education (ECOVE) in May 2019, the VEE established a task and finish group to address identified deficiencies, which were:

- Major Deficiency 1: 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.

  VEE Response: Additional hours and focus were identified and added to FSQ and VPH teaching and activities across the curriculum, whilst ensuring that the students' learning experiences were not compromised in the acquisition of other Day One Competences. Visits to abattoirs were maintained, following an agreement with a larger commercial high-throughput abattoir and further hours of livestock necropsy practicals were added to Pathology and VPH intramural rotations.

- Minor Deficiency 1: 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.

  VEE Response: Additional necropsy classes involving piglets and chickens undertaken by all clinical veterinary students supplemented by online resources that included detailed instruction on mammalian and avian necropsy technique. Wild rabbit necropsies were to be introduced as a core teaching activity for all clinical veterinary students in the 2022-23 rotation cycle. We also realised that we were inadvertently under- reporting the hours of practical (non-clinical) training as defined in the ESEVT table.

- Minor Deficiency 2: Partial compliance with substandard 5.1 because of low numbers of hours in non- clinical training (I4), low number of hours of FSQ and VPH training (I6, I7) and low numbers of necropsies on rodents, birds and exotic pets.

  VEE Response: The under-reporting of the practical non-clinical training I4 was corrected. Necropsy numbers for rodents, birds and exotic pets were addressed through the introduction of an additional class involving poultry dissection introduced at the beginning of the clinical rotation cycle in February 2020.

The Re-Visitation report issued by ECOVE on 29 September 2021 concluded all Major and Minor Deficiencies identified during the Visitation in 2018 had been fully corrected and the VEE was granted Accreditation status.

Comments on Area 1

Since 2018, the VEE has worked to address each successive report's recommendations alongside its strategic and operational objectives and programmes of quality assurance, enhancement and continuous improvement.

Suggestions for improvement in Area 1

The VEE will enhance quality through committee and governance structures and via analysis tools to provide effective data regarding student experience and the quality and standards of its programmes.

The introduction of the Student Voice Strategy (to work with the student community) emphasises the commitment to improve engagement with students. This was approved in 2022/23 and work commenced in 2023/24.

It is acknowledged that responses to the graduate survey are declining, and new ways are being trialled to improve this through engaging with students as part of the Student Voice Strategy.

Area 2. Finances

Standard 2.1 Finances must be demonstrably adequate to sustain the requirements for the VEE to meet its mission and to achieve its objectives for education, research and services. The description must include both expenditures (separated into personnel costs, operating costs, maintenance costs and equipment) and revenues (separated into public funding, tuition fees, services, research grants and other sources).

2.1.1 Description of the VEE's global financial process

The VEE is an autonomous higher education institution and has full jurisdiction over its financial affairs.

The President & Principal has overall responsibility for the VEE's finances and is accountable to its governing body, the Council. The Chief Financial Officer (CFO) reports to the President & Principal and is responsible for managing the University's financial affairs including statutory reporting, financial planning and budgeting, investments, management accounts, financial control, tax and procurement.

The University follows an established annual planning and budgeting cycle. Financial planning is informed by strategic objectives in the Strategic Plan and supporting sub-strategies.

Affordability of any new resourcing proposal is considered in the context of available funding and key financial performance indicators, which address the required level of cash generation for ongoing investment in capital infrastructure, maintenance of sufficient cash reserves and compliance with debt covenants. During the annual budget cycle, if the monetary quantum of the proposals exceeds the funds available, a prioritisation exercise is undertaken by the Principal's Advisory Group (PAG) for subsequent discussion, modification and approval by the College Executive Committee (CEC).

The CEC proposes the final budget and financial forecasts to Council through the Finance & General Purposes Committee (FGPC), a Council sub-committee with delegated oversight of financial matters. The VEE also submits annual five year financial forecasts to the Office for Students, the higher education regulator in England. Financial performance is monitored regularly with quarterly reports on budget and financial KPIs submitted to CEC, FGPC and Council. This ensures timely escalation of emerging risks to financial viability or sustainability and inclusion in updated forecasts. Budget holders receive monthly management accounts reports and meet regularly with a Management Accountant.

All new revenue and capital initiatives and projects require business cases, which are approved following a formal schedule of delegated authority. An established governance structure (detailed in organogram 4.1b) ensures robust oversight and monitoring of capital projects.

Financial regulations and procedures ensure governing financial probity. Compliance is reviewed on a regular basis by internal and external auditors, who report and provide assurance to the Audit & Risk Committee, a Council sub-committee.

As reported under Standard 1.3, the VEE has a robust risk management framework, which also monitors financial sustainability risks with regular reporting against agreed key financial indicators.

The VEE is financially autonomous from the UoL and does not pay any margin on revenues from services and research grants. A small annual subscription charge is paid to belong to the Federation and for the University's library and degree-awarding services. These amount in total to less than £0.1M p.a.

2.1.3 Annual tuition fees for national and international students

Current tuition fee rates are published on the VEE's website with BVetMed 2025-26 fees as follows:

National	£9,535
International	£47,960

2.1.4 Expenditure and revenue

Tables 2.1.1 and 2.1.2 provide details of annual expenditure and revenues for the past three academic years; Table 2.1.3 provides the balance between expenditure and revenues in Euros. The figures are taken from the VEE's financial statements (RVC Annual Report and Financial Statements 2023-24) but exclude the distorting impact of pension provision changes (and are converted to Euros).

The VEE has generated a positive financial contribution over the past three years (and for over a decade prior to this), averaging €10.6M p.a. over the period and building up healthy cash reserves, which are earmarked for ongoing and essential investment in its facilities. Further details are provided in Standard 2.3.

The VEE has grown operating income by 16% over the three year period, with notable increases in international student tuition fees and public authority funding. The latter reflects government recognition of the VEE's status as a world-leading specialist institution. The University has also benefited from higher interest rates on cash balances.

Over the same period, operating expenditure also increased by 16%, reflecting the higher inflation environment, which impacted all operating costs. There has also been investment in academic and administrative personnel and in digital learning resources. Operating costs also include increased depreciation costs, reflecting major investment in infrastructure.

The VEE pays for its own utilities and other indirect costs which are included in the expenditure tables provided.

Table 2.1.1 Annual expenditures during the last 3 academic years (AYs) (in Euros)

Area of expenditure	AY	AY-1	AY-2	Mean
Personnel	83,452,728	77,989,606	71,821,955	77,754,763
Operating costs*	57,695,191	54,569,697	49,672,353	53,979,080
Maintenance costs	2,188,638	1,844,848	1,783,111	1,938,866
Equipment	2,200,622	1,940,265	1,974,909	2,038,599
Total expenditure	145,537,180	136,344,415	125,252,329	135,711,308

**Operating costs include depreciation of buildings/capital equipment.*

Table 2.1.2 Annual revenues during the last 3 academic years (in Euros)

Revenue source	AY	AY-1	AY-2	Mean
Public authorities	33,233,891	33,859,735	29,056,352	32,049,992
Tuition fees (standard students)	15,608,574	15,851,890	17,900,107	16,453,524
Tuition fees (full fee students)	38,372,590	33,559,523	27,655,768	33,195,961
Clinical services	36,521,907	35,117,735	31,548,265	34,395,969
Diagnostic services	3,223,425	3,056,329	2,920,366	3,066,706
Other services	7,795,813	6,932,705	6,763,231	7,163,917
Research grants	11,274,876	11,268,824	11,021,876	11,188,525
Continuing Education	1,487,741	1,232,320	1,330,372	1,350,144
Donations	943,003	1,639,058	1,715,321	1,432,461
Other sources**	7,079,179	6,774,126	4,095,223	5,982,843
Total revenues	155,541,000	149,292,244	134,006,882	146,280,042

**Other sources include residence & catering income and interest receivable.

Table 2.1.3 Annual balance between expenditures and revenues (in Euros)

Academic year	Total expenditures	Total revenues	Balance***
AY-2	125,252,329	134,006,882	8,754,553
AY-1	136,344,415	149,292,244	12,947,829
AY	145,537,180	155,541,000	10,003,820

****Total revenues minus total expenditures.*

Standard 2.2 Clinical and field services must function as instructional resources. The instructional integrity of these resources must take priority over the financial self-sufficiency of clinical services operations. The VEE must have sufficient autonomy in order to use the resources to implement its strategic plan and to meet the ESEVT Standards.

2.2.1 Financial management of clinical and field services

Theme 5 of the new Clinical Strategy, 'Supporting Educational Activity' emphasises that the requirements of the BVetMed curriculum are central to the provision of clinical and ambulatory services. Resources are planned and managed to ensure all students have the necessary exposure to sufficient caseload and species to fulfil relevant learning outcomes. Clinical capacity is a key consideration in any student number planning.

The VEE's clinical services operations, led by the Vice Principal (Clinical Services), are managed as a separate budget centre, with sub-budgets for each facility. As part of the VEE's annual budgeting process, budgets for each clinical centre are agreed with each head of clinical centre. Agreed income targets are moderated for the impact that student clinical teaching has on clinical capacity and income generation. Performance against budget is monitored and reviewed throughout the year, variances investigated and action taken where necessary.

As set out in Standards 4 and 5, where required, the VEE contracts with external partners to supplement clinical teaching provision in certain areas. Resources are specifically earmarked to fund these arrangements under formal agreements and subject to robust quality assurance and monitoring procedures.

A key consideration in planning and designing the new small animal referral hospital (see Standard 2.3 below) is to ensure that it fully meets curricular requirements. The Vice Principal (Learning, Teaching & Assessment) is a member of the Project Board and has this brief.

2.2.2 Autonomy of the VEE on the financial process

As the VEE is an independent higher education institution, it has complete autonomy over its financial processes with full access to the revenue it generates and how this is deployed. Ensuring the BVetMed is appropriately resourced to meet accreditation standards and attract students is a key priority. This is reflected in significant capital investment in teaching and clinical facilities already made and planned, (see Standard 2.3 below).

Standard 2.3 Resources allocation must be regularly reviewed to ensure that available resources meet the requirements.

2.3.1 Ongoing and planned major investments for developing, improving and/or refurbishing facilities and equipment, and origin of the funding

The VEE has invested significantly in physical facilities and Information Technology (IT) over recent years; much of it focused on learning and teaching facilities. Significant investment has and continues to be made in digital learning and assessment tools to enhance the students' learning experience.

At the Camden Campus, where BVetMed students spend the first one or two years of their programme (depending on their route of entry), a £15M refurbishment completed in 2019, provided new classrooms, library and social learning space. Further renovations to the building and extensive renovations and improvements to onsite student residential accommodation started in mid-2024.

At the Hawkshead Campus, where BVetMed students are based for their final three years, a significant £53M capital development has transformed the heart of the campus, with new teaching laboratories, lecture theatres, small group teaching rooms, library, social learning spaces and additional research facilities.

The Hawkshead Campus is also home to most of the VEE's clinical facilities: the companion animal (CA) referral hospitals and the equine ambulatory practice. Recent clinical equipment upgrades include a 3T MRI and a high resolution standing equine CT partly funded by donations through the VEE's charitable arm, the Animal Care Trust (https://rvc.uk.com/animal-care-trust).

Plans are underway for a new small animal hospital. Estimated at £100M, this will represent the VEE's largest capital development and will be funded from cash reserves, external financing, donations and capital grants. The VEE has its own farm animal facilities at Boltons Park Farm, which is also the site of our new Large Animal Handling Facility, due for completion in 2025 and a planned new farm production animal (FPA) barn, further expanding teaching opportunities for both dairy and beef cattle.

2.3.2 Forecast expenditures and revenues for the next 3 academic years

Table 2.3 presents the VEE's forecast expenditure and revenues for the current and next two academic years. The University is forecast to continue to make a positive financial contribution (revenue minus expenditure), generating further cash reserves to invest in capital infrastructure. Both income and expenditure are forecast to increase by 10%. Part of the expenditure growth relates to higher depreciation costs (non-cash) arising from recent and ongoing capital investment.

Table 2.3 Forecast Expenditures and Revenues for next 3 academic years

Forecast expenditures during the next 3 academic years (AYs) (in Euros)

Area of expenditure	2024-25	2025-26	2026-27
Personnel	90,749,803	96,567,610	101,280,203
Operating costs	63,663,958	66,337,583	69,816,794
Maintenance costs	2,298,070	2,412,974	2,533,622
Equipment	2,310,654	2,426,186	2,547,496
Total expenditure	159,022,484	167,744,353	176,178,115

Forecast revenues during the next 3 academic years (in Euros)

Revenue source	2024-25	2025-26	2026-27
Public authorities	32,039,098	30,393,987	30,712,357
Tuition fees (standard students)	14,274,570	14,096,622	13,574,883
Tuition fees (full fee students)	44,723,031	48,245,673	52,135,106
Clinical services	41,998,249	43,996,961	46,181,980
Diagnostic services	3,435,363	3,607,131	3,787,488
Other services	8,119,025	10,278,610	12,300,195
Research grants	11,730,036	12,343,744	12,975,671
Continuing Education	1,756,479	1,773,426	1,790,374
Donations	451,528	3,477,853	3,477,853
Other sources	7,402,391	6,607,073	5,643,491
Total revenues	165,929,768	174,821,111	182,579,398

Annual balance between expenditures and revenues (in Euros)

Academic year	Total expenditures	Total revenues	Balance***
2024-25	159,022,484	165,929,768	6,907,284
2025-26	167,744,353	174,821,111	7,076,758
2026-27	176,178,115	182,579,398	6,401,283

****Total revenues minus total expenditures.*

2.3.3 Description of how expenditures, investments and revenues are decided, communicated, implemented, assessed and revised

As described in Standard 2.1. the principal drivers of investment decisions are (i) the requirements of the Strategic Plan and its sub-strategies and (ii) their affordability (as measured by financial KPIs). Agreed investment decisions are reflected in budgets and spend is monitored against this.

The three Academic Department Heads and the directors of the key operational areas are members of the CEC at which all major investment decisions are discussed and approved. They cascade information down to staff in their individual areas. The President & Principal also holds biannual 'town halls', to which all staff are invited.

As part of the governance process for capital projects, delivery is overseen by a Project Board/Group, which is chaired by a member of the VEE's Executive and comprises staff and student representatives. This ensures that relevant internal stakeholders are appropriately consulted and kept informed of progress. Regular progress reports are also provided to the Council through the Finance & General Purposes Committee and its sub-committee, the Major Strategic Projects Oversight Committee (MSPOSC). Budgets are subject to a formal approval process. For some projects, lessons learned reports are produced.

The SU President and Treasurer are members of the VEE's Council and Finance & General Purposes Committee respectively. There are also student representatives on a number of internal committees. The Vice Principal (Students) maintains regular dialogue and engagement with the VEE's Students' Union officers and the wider student body.

The nature of communications with other stakeholders varies depending on the party concerned. Many (e.g. regulatory bodies) have prescribed reporting requirements.

Comments on Area 2/Suggestions for improvement in Area 2

Nothing additional to add.

Area 3. Curriculum

Standard 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. The curriculum must include the subjects (input) and must allow the acquisition of the Day One Competences (output) listed in the ESEVT SOP Annex 2.

This concerns:

- **Basic Sciences**
- **Clinical Sciences in companion animals (including equine and exotic pets)**
- **Clinical Sciences in food-producing animals (including Animal Production and Herd Health Management)**
- **Veterinary Public Health (including Food Safety and Quality)**
- **Professional Knowledge (including soft skills, e.g. communication, team working skills, management skills).**

When part of the study programme cannot be organised because of imposed regulations or constraints, convincing compensations must be developed and implemented.

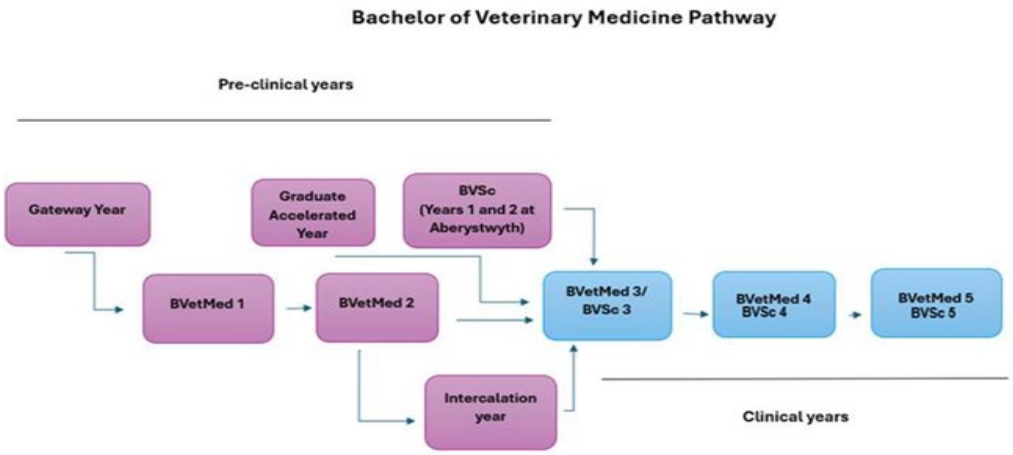
If a VEE offers more than one study programme to become a veterinarian, e.g. in different languages or in collaboration with other VEEs, all study programmes and respective curricula must be described separately in the SER. For each Standard, the VEE must explain if there are differences or not with the basic programme and all this information must be provided as a formal annex to the SER. Similarly, if a VEE implements a tracking (elective) system in its study programme, it must provide a clear explanation of the tracking system in the SER.

3.1.1 Educational aims and the general strategy for the design, resources and management of the curriculum

The principal veterinary programme offered by the VEE is the Bachelor of Veterinary Medicine (BVetMed) programme. There are two main routes, a five year programme and a four year 'Graduate Accelerated BVetMed' (GAB) degree designed for graduate-entry students who already hold a relevant degree in biological sciences. The description of the BVetMed programme provided below will be based mainly on the curriculum experienced by students undertaking the five year pathway. The VEE also offers a 'Gateway' programme for students from 'widening participation' backgrounds that aims to broaden access to the veterinary profession for students from under-represented groups. The Gateway year is a year of study that students undertake prior to joining the five year BVetMed programme, as such it is not a part of the veterinary degree programme and will not be described in detail.

The VEE also offers a second veterinary degree programme for a small number of students as a joint degree with Aberystwyth University. This veterinary degree is a Bachelor of Veterinary Science (BVSc) and is a five-year degree programme. The first two years are taught at Aberystwyth University and the final three years are taught alongside the BVetMed students at the VEE. The first entry to the BVSc took place in 2021, so the first BVSc students will graduate in 2026. EAEVE accreditation is only being sought for the BVetMed degree. Further details of the BVSc and how it differs from, and articulates with, the BVetMed degree are outlined in Appendix 3.1a.

The different routes of entry, years of study for the different pathways and their relationship to each other are illustrated in the following diagram.



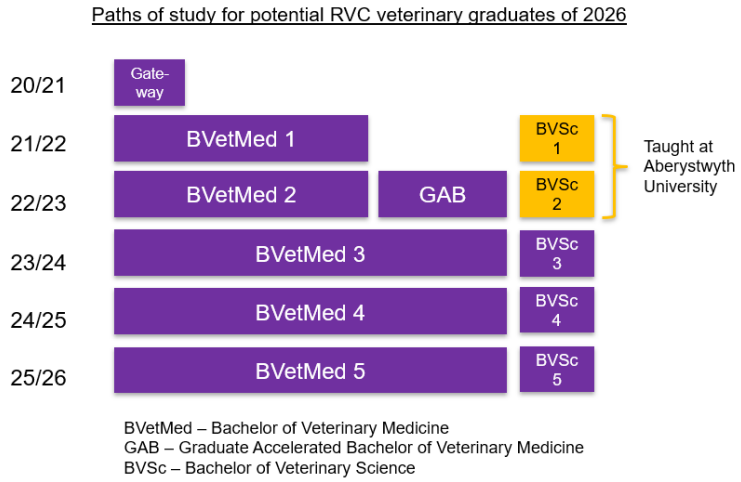
3.1.2 Legal constraints imposed on curriculum by national/regional legislations and the degree of autonomy that the VEE has to change the curriculum

The VEE has considerable autonomy to vary the curriculum provided that it continues to meet the standards of the external accrediting bodies and is delivered in a manner that is consistent with UK legislation regulating the veterinary profession and animal welfare.

Each year of the programme has strand level learning outcomes that align to session-level learning outcomes (lecture, practical, directed learning etc.). Strand level outcomes are mapped to relevant programme-level outcomes. The strand-level learning outcomes are also mapped to competences of EAEVE, RCVS and AVMA. This ensures that the relevance of each learning outcome is clear, that all graduates acquire the Day One Competences by the time of graduation and that the curriculum is compliant with relevant standards. Major changes are reviewed and documented through the quality assurance processes and reviews.

3.1.3 Educational aims and the general strategy for the design, resources and management of the curriculum

The VEE is in the process of implementing a revised BVetMed curriculum rolled out with the student intake of 2021. The first intake to the new curriculum will be graduating in 2026; the BVetMed graduates of 2025 will therefore be the last graduates from the old curriculum. The didactic curriculum of the BVetMed up to the beginning of the fourth year of the programme will be described below according to the “new curriculum”. The rotations structure for the 2025 class of graduating students remains the rotation structure of the ‘old curriculum’ and will therefore be the basis of the description below. Relevant differences in the rotation structure of the new curriculum will be described as they highlight improvements that are being made to the BVetMed programme.



The BVetMed has four course level aims and objectives with fifteen programme level learning outcomes outlined below. A specific objective of the BVetMed programme is to

meet the requirements of the national and international regulators by which the VEE is accredited (Objective 4). These represent major external influences on the course design.

Course Aims and Objectives:

- To develop the knowledge, skills, and attributes to promote and enhance animal health and welfare, and public health through scholarship, scientific and professional endeavour, and veterinary practice.
- To equip students with the knowledge, skills, and attributes to meet the current and future challenges of all aspects of the veterinary profession.
- To provide a learning environment that appreciates diversity, promotes excellence in learning and teaching, and embeds a desire for life-long learning.
- To satisfy the requirements determined by the Royal College of Veterinary Surgeons (RCVS), the American Veterinary Medical Association (AVMA), and the European Association of Establishments for Veterinary Education (EAEVE).

Programme Learning Outcomes

1. Describe the normal structure and function of animals including principles of homeostasis and explain the aetiology, pathophysiology and pathogenesis of common diseases that affect them.
2. Explain the key components that constitute primary and preventative healthcare and advise on, and implement, recommended prophylaxis, nutrition, and husbandry programmes to improve animal care, prevent disease and inform client education.
3. Advise on animal management and welfare, and safeguard human, animal, and environmental health (One Health); including principles of biosecurity, veterinary public health, risk assessment & mitigation, zoonosis, and surveillance.
4. Recognise, prevent, and diagnose diseases and disorders of animals. Be able to select and interpret appropriate diagnostic tests and formulate a treatment plan; considering pain management, client financial status & patient referral when indicated.
5. Develop sound clinical reasoning skills including a logical problem-solving approach to effectively solve clinical problems and make decisions.
6. Demonstrate technical and procedural competence.
7. Apply scientific principles, method and knowledge to clinical practice and research. Proficiently search for and critically analyse literature and use evidence-based medicine to influence clinical decision- making.
8. Explain how knowledge of the veterinary business environment influences the practice, its team, its clients, marketing, and financial management.
9. 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.
10. Explain the principles and behaviours that underpin professionalism, teamwork, and ethical decision- making (judgement) and apply these in a veterinary setting.
11. Engage in life-long learning and self-reflection to improve overall competence. Recognise professional limits and seek support when needed.
12. Be able to cope with incomplete information and effectively use information services and information technology.
13. Explain fundamental scientific, pharmacological, and medical principles that underpin veterinary medicine.
14. Use the principles of anaesthesia to suggest and safely perform an anaesthetic plan, from carrying out an anaesthetic risk assessment through to patient recovery.
15. Understand the relationship between productivity, production systems and economics.

The 5-year BVetMed programme has a ‘spiral’ curriculum based on the concept of “strands”, which run throughout the didactic part of the course (teaching that occurs before entry to the clinical

rotations in year 4). Some strands are based on body systems, other 'non-system' strands cover topics that either are not specifically system related, are relevant to basic sciences or disease of multiple systems. There are nine 'system' strands, which are visited two or three times during the 5-year course. Teaching starts with the basic sciences, emphasising normal structure and function, progressing to teaching of the clinical sciences, emphasising the understanding of diseases and their management, and ultimately preparing students for clinical rotations. The teaching and assessment are delivered at an increasing level of complexity in each year in preparation for workplace-based rotational teaching, which is reflected in the year level outcomes. Curriculum hours are outlined in Table 3.1.1. For further detail see the Curriculum and Assessment digest (https://rvc.uk.com/curriculum-digest-and-assessment).

Table 3.1.1 Curriculum hours in each academic year taken by each student.

Academic years	A	B	C	D	E	F	G	H	J
Year 1	156.5	12.0	52.6	67.6	256.1	4.0		45.0	593.8
Year 2	125.3	22.5	51.3	62.5	264.0	4.0		45.0	574.5
Year 3	266.0	61.9	70.3	168.7	10.0	13.0	225.0	45.0	859.9
Year 4	137.0		77.0	3.0		330.0	375.0	195.0	1117.0
Year 5	20.0					735.0	375.0	195.0	1325.0
	704.8	96.4	251.1	301.8	530.1	1086.0	975.0	525.0	4470.2
Graduate Accelerated Year	194.0	22.8	110.3	63.2	477.0			45.0	912.3

A-lectures, **B**-seminars, **C**-supervised self-learning, **D**-laboratory and desk based work,
E-non-clinical animal work

- includes 450 hours of AHEMS in Graduate year
- includes 225 hours of AHEMS in Years 1 & 2

F-clinical animal work,

- includes Intramural rotations (Core) over Years 4 and 5
- includes Intramural rotations (Tracking) over Year 5

G-EPT

- includes Clinical Extramural studies 26 weeks over Years 3, 4 and 5

H-others specify

- includes 150 hours in Years 4 and 5 for Research Project 2
- includes 45 hours per year to cover time for assessments including preparation and revision

J-total

The system strands are:
- Locomotor
- Neurology Ophthalmology and Special Senses
- Cardiovascular and Respiratory System
- Reproduction
- Urinary
- Alimentary
- Endocrine
- Lymphoreticular and Haemopoietic
- Skin

The non-system strands are:
- Population Medicine and Veterinary Public Health
- Principles of Veterinary Practice (PVP)
- Principles of Science (POS)
- Integral and Applied Anatomy
- Scholarship and Evidence-Based Veterinary Medicine
- Animal Husbandry
- There is specific coverage of Veterinary Public Health (VPH) within a dedicated strand. There is also a separate strand "Principles of Veterinary Practice" that includes specific aspects of Professional Knowledge, detailed in Table 3.1.2.

Table 3.1.2. Curriculum hours taken by each student
Key for columns

A-lectures
B-seminars
C-supervised self-learning
D-laboratory and desk based work
E-non-clinical animal work
F-clinical animal work
G-Others (specify)
H-Total

Subjects	A	B	C	D	E	F	G	H
Basic Subjects								
Medical physics	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Chemistry (inorganic and organic sections)	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Animal biology, zoology and cell biology	7.8	0.0	1.0	0.0	0.0	0.0	0.0	8.8
Feed plants and toxic plants	0.0	0.0	0.0	1.0	0.0	0.0	0.0	1.0
Biomedical statistics	4.0	3.0	2.0	6.0	0.0	0.0	0.0	15.0

Specific veterinary subjects	A	B	C	D	E	F	G	H
Basic Sciences								
Anatomy, histology and embryology	54.0	9.5	16.5	38.3	13.5	5.5	0.0	137.3
Physiology	64.7	7.1	24.0	15.9	9.6	2.5	0.0	123.8
Biochemistry	10.5	0.3	0.0	3.2	0.0	0.0	0.0	14.0
General and molecular genetics	9.6	0.2	0.4	21.7	0.0	0.0	0.0	31.8
Pharmacology, pharmacy and pharmacotherapy	12.5	1.5	4.0	6.0	0.0	0.0	0.0	24.0
Pathology	30.4	3.5	5.5	12.0	0.0	0.0	0.0	51.4
Toxicology	5.6	0.2	1.0	0.0	0.0	0.0	0.0	6.8
Parasitology	10.0	1.7	4.0	11.8	0.0	0.0	0.0	27.4
Microbiology	16.5	0.4	0.0	0.0	0.0	0.0	0.0	16.9
Immunology	15.7	1.7	0.8	7.8	0.0	0.0	0.0	25.9
Epidemiology	10.3	0.0	1.0	3.0	0.0	0.0	0.0	14.3
Information literacy and data management	6.8	3.0	6.0	8.5	0.0	0.0	0.0	24.3
Professional ethics and communication	21.0	5.5	49.3	16.0	0.0	0.0	0.0	91.8
Animal health economics and practice management	27.0	1.5	1.5	0.5	0.0	0.0	0.0	30.5
Animal ethology	4.5	0.0	0.0	1.9	0.0	0.0	0.0	6.4
Animal welfare	7.5	0.0	0.0	5.3	0.0	0.0	0.0	12.8
Animal nutrition	6.0	0.1	0.9	2.8	0.0	0.0	0.0	9.8
Animal Husbandry Extra-Mural Studies	0.0	0.0	0.0	0.0	450.0	0.0	0.0	450.0

Clinical Sciences in companion animals (including equine and exotic pets)	A	B	C	D	E	F	G	H
Obstetrics, reproduction and reproductive disorders	8.2	3.0	12.0	6.6	0.0	0.0	0.0	29.8
Diagnostic pathology	0.0	0.0	0.0	1.0	0.0	37.5	0.0	38.5
Medicine	105.9	2.0	43.0	25.0	0.0	112.5	0.0	288.4
Surgery	16.0	4.0	0.7	5.6	0.0	0.0	0.0	26.2
Anaesthesiology and analgesia	6.0	0.4	1.4	7.5	0.0	75.0	0.0	90.3
Clinical practical training in common companion animals	13.6	2.7	0.4	0.3	0.0	41.0	0.0	58.0
Infectious diseases	6.0	0.9	0.8	8.7	0.0	0.0	0.0	16.4
Preventive medicine	4.0	0.0	0.0	0.0	0.0	0.0	0.0	4.0
Diagnostic imaging	3.1	0.6	0.6	4.1	0.0	37.5	0.0	45.8
Therapy in common companion animals	12.5	0.7	3.8	11.0	0.0	0.0	0.0	28.0
4.8 weeks of small animal primary care rotations including exotics	0.0	0.0	0.0	0.0	0.0	180.0	0.0	180.0
Equine Intramural rotations	0.0	0.0	0.0	0.0	0.0	150.0	0.0	150.0

Clinical Sciences in food-producing animals (including Animal Production and Herd Health Management)	A	B	C	D	E	F	G	H
Obstetrics, reproduction and reproductive disorders	16.3	0.1	8.1	10.7	0.0	3.0	0.0	38.2
Diagnostic pathology	0.0	0.0	0.0	0.4	0.0	37.5	0.0	37.9
Medicine	39.0	2.5	12.0	25.0	0.0	1.0	0.0	79.5
Surgery	5.0	0.5	0.5	5.6	0.0	3.0	0.0	14.6
Anaesthesiology and analgesia	2.8	0.4	0.0	5.9	0.0	0.0	0.0	9.0
Clinical practical training in common food- producing animals	13.6	2.7	0.4	0.3	0.0	111.5	0.0	128.5
Infectious diseases	8.0	0.0	0.0	0.0	0.0	0.0	0.0	8.0
Preventive medicine (included in Herd Health and VPH numbers)	0.0	0.0	2.0	0.0	0.0	0.0	0.0	2.0
Diagnostic imaging	2.6	0.2	0.4	7.8	0.0	0.0	0.0	11.0
Therapy in common food-producing animals	15.2	0.8	4.7	13.1	0.0	0.0	0.0	33.7
Animal Production, including breeding, husbandry and economics	3.9	0.2	1.4	26.0	8.0	0.0	0.0	39.4
Herd health management	8.0	0.7	1.2	14.9	0.0	1.5	0.0	26.3

Veterinary Public Health (including Food Safety and Quality)	A	B	C	D	E	F	G	H
Veterinary legislation including official controls and regulatory veterinary services, forensic veterinary medicine and certification	8.0	7.0	17.0	0.0	0.0	8.0	0.0	40.0
Control of food, feed and animal by-products	26.0	17.0	9.0	0.0	0.0	0.0	0.0	52.0
Zoonoses and their prevention	12.0	11.0	12.0	0.0	0.0	34.0	0.0	69.0
Food hygiene and environmental health	30.0	0.2	2.0	0.0	0.0	0.0	0.0	32.2
Basic food technology	5.0	0.0	5.0	0.0	0.0	0.0	0.0	10.0

Other curricular components not species specific	A	B	C	D	E	F	G	H
Research Project 2 8 weeks	0.0	0.0	0.0	0.0	0.0	0.0	300.0	300.0
OSCEs 3 days	0.0	0.0	0.0	0.0	10.0	0.0	0.0	10.0
Clinical Extra Mural Studies (EPT)	0.0	0.0	0.0	0.0	0.0	0.0	975.0	975.0
Intramural rotations- tracking 6 weeks	0.0	0.0	0.0	0.0	0.0	225.0	0.0	225.0
Assessments all years	0.0	0.0	0.0	0.0	0.0	0.0	225.0	225.0
Electives 5 days	10.0	0.0	0.0	0.0	0.0	15.0	0.0	25.0
TOTAL	704.9	96.4	256.1	340.8	491.1	1081.0	1500.0	4470.2

Note: Subjects linked to **Professional Knowledge** (including soft skills, e.g. communication, team working skills, management skills) are incorporated within the subcategories and include inter alia Information literacy and data management, Professional ethics and communication, Animal health economics and practice management, Clinical practical training in common animal species, Herd health management and Veterinary legislation.

These hours represent estimates on the basis of disaggregation of an integrated curriculum. Proportions of time spent in different strands in different years have been allocated to the subjects listed on the left. In some cases, the total number of hours spent may appear low, this is because this teaching may be challenging to separate from other subjects e.g. "preventive medicine", such as vaccination, may be covered broadly under the heading of "medicine". "Diagnostic pathology" may be included in "Pathology".

The Graduate Accelerated BVetMed (GAB) is a four year pathway designed for graduate entrants. The first year replaces the first two years of the five year BVetMed programme. This builds on existing foundational knowledge students bring from their previous degrees (often biomedical sciences, animal sciences and pre-veterinary degrees) and focuses on strengthening and developing key knowledge and skills. The GAB year unit and module structure align with the strand-based system of the five year programme, whilst teaching and assessment methods also mirror the five year programme. After this, students join the five year programme for the same final three years of their degree (referred to as Years 3, 4 and 5 hereafter).

Strand-based didactic teaching is concluded in the first term of the fourth year of the BVetMed after which students undertake a period of clinical experiential learning lasting approximately 18 months, during which they undertake 28 weeks of intramural rotations, complete the 26 weeks of clinical extramural studies that is required (Elective Practical Training, EPT) and complete their research project.

Within the BVetMed there are limited opportunities for elective study demonstrated in Tables 3.1.4 and 3.1.5. The two areas where students have the greatest element of choice are the topic of the research project they undertake in their final two years and the six weeks of elective rotations that they choose to pursue as part of their intramural rotations. These six elective weeks complement the 22 weeks of compulsory core rotations. A full list of the core rotations and available elective rotations available to graduates of 2025 appear in Table 3.1.3 below.

Table 3.1.3 Practical rotations under teaching staff supervision (excluding EPT)

Types	**List of practical rotations** (Disciplines/Species)	**Duration** (weeks)	**Year of programme**
Intra-mural clinics (VTH)	Anaesthesia	2	4 or 5
	Equine Hospital 1	1	4 or 5
	Equine Hospital 2	2	4 or 5
	Primary Care Beaumont 1	1	4 or 5
	Primary Care Beaumont 2 Exotics	1	4 or 5
	Primary Care Shelter Medicine	2	4 or 5
	Primary Care Blue Cross	1	4 or 5
	Small Animal Emergency Medicine	1	4 or 5
	Small Animal Medicine	2	4 or 5
	Diagnostic Imaging	1	4 or 5
	Primary Care Clinical Skills	1	4 or 5
Ambulatory clinics	Equine Ambulatory (included in Equine Hospital 1	1	4 or 5
Herd Health Management	Farm Animal Synergy A	2	4 or 5
	Farm Animal Synergy B	2	4 or 5
VPH (including FSQ)	Pathology and Veterinary Public Health	2	4 or 5
	Synergy A and Synergy B include **39.5 hours of VPH teaching**		
Elective (Tracking) students must choose 3			
Small Animal	SA1 Soft Tissue Surgery	2	4 or 5
	SA2 Neurology	2	4 or 5
	SA3 Cardiology	1	4 or 5
	SA3 Critical Care	1	4 or 5

	SA4 Oncology	2	4 or 5
	SA5 Ophthalmology	2	4 or 5
	SA6 Dermatology	1	4 or 5
	SA6 Shelter Medicine	1	4 or 5
	SA7 Orthopaedic Surgery	2	4 or 5
	Small Animal Acorn	2	4 or 5
Equine	EQSA1 Coach House	2	4 or 5
	EQ2 Bell Equine	2	4 or 5
	EG3 Buckingham Equine	2	4 or 5
	EG4 Equine Diagnostic Imaging	2	4 or 5
Farm Animal	FA1 Production Medicine	2	4 or 5
	FA2 Torch	2	4 or 5
	FAEQ4 Hammonds	2	4 or 5
	FAQ5 British Quality Pigs	2	4 or 5
	FA6 Crowshall (poultry)	2	4 or 5
	FA7 Mixed Farm Practice (Wales)	2	4 or 5
	FA8 Veterinary Public Health (Wales)	2	4 or 5
Research	Research Track RA1	6	4 or 5
Zoo	ZA1 ZSL	2	4 or 5
	ZA2 Aspinall	2	4 or 5

Table 3.1.4. Curriculum hours taken as electives for each student

Electives	A	B	C	D	E	F	G	H
Basic subjects								
Basic Sciences								
Clinical Sciences in companion animals (including equine and exotic pets)	6	6	4		3			
Clinical Sciences in food-producing animals (including Animal Production and Herd Health Management)	6	6			3	4		
Veterinary Public Health (including Food Safety and Quality)	2							

Electives last 5 days- totalling 40 hours. Students select from a menu of different activities so the above is an indication of what a student would typically attend in the week:

A-lectures
B-seminars
C-supervised self-learning
D-laboratory and desk based work
E-nonclinical animal work
F-clinical animal work
G-others (specify)
H-hours to be taken by each student per subject group

Table 3.1.5 Optional courses proposed to students (not compulsory)

Subjects	A	B	C	D	E	F	G	H
								0
								0
								0
								0
								0

There is no teaching in this category

3.1.4 Pre-clinical and clinical practical sessions

Before clinical rotations, students undertake multiple clinically based exercises. In BVetMed first year and the Graduate entry year, live animal work consists of animal handling and husbandry practicals dealing with management of animals. Students must pass a formal direct observation of practical skills (DOPS) assessment before attending any Animal Handling Extramural Studies (AHEMS) placement.

The clinical curriculum of the third and fourth year includes seminars and practicals with the primary aim of improving students' clinical reasoning. Students are also trained in clinical examinations of normal animals. These are a prelude to the clinical teaching they receive on rotations and undertaking EPT. Each rotation provides preparatory information for the students, including health and safety information. This is accessible through the VLE, thus ensuring that students are adequately prepared for each rotation prior to joining.

3.1.5 Clinical rotations

Further detail on student involvement in rotations is also provided in Standard 4.4.

For clinical rotations, each cohort of students is divided into 48 sub-groups with one sub-group per one-week rotation (or two sub-groups for a two-week rotation). This results in rotation group sizes of typically seven-eight students working with at least one clinician in addition to residents, interns and registered veterinary nurses. Students are normally involved in the initial consultation, investigation, management and discharging a case back to the owner, under supervision.

There is a two-week rotation dedicated to veterinary public health (VPH) and necropsy. Two days are specifically spent undertaking VPH activities, which include a one-day visit to an abattoir and food processing plant as well as a VPH and necropsy meat and animal by-product inspection practical, where students focus on the public health implications of animal products/by-products and necropsy examination. Prior to this day students undertake a Hazard Analysis and Critical Control Point (HACCP) seminar, ensuring they are fully competent in the application of HACCP to maximise learning in the abattoir environment.

Throughout the remainder of the gross pathology rotation week, the relevance of pathological findings to VPH is emphasised. Additionally, one day of the Synergy Farm Animal rotation is spent visiting an abattoir and one day of the Shelter Medicine rotation is spent using the virtual abattoir followed by a facilitated discussion. These are undertaken in group sizes of between seven and fifteen students with one or two members of teaching staff accompanying the students. The revision of the BVetMed curriculum has been an opportunity to review and revise VPH teaching.

The main opportunity for students to undertake elective study is in their tracking rotations. Students select five potential elective rotation options from a list of approximately twenty-twenty five options (consisting of companion animal, farm animal and research topics) and are shown in Table 3.1.3.

Each elective rotation option is two weeks in length (some consisting of two, one-week rotations). All students complete six weeks of compulsory electives (three two-week tracking rotations). Students are allocated to three out of their five choices by a Rotations Officer taking into account the availability in each student's rotation schedule to ensure there are no clashes with core rotations, research periods or other clinical activities. Allocation also considers any pre-requisite core rotations required for a given elective, and any personal requests, such as provisionally booked EMS placements.

Continuous assessment to ensure each student achieves each core practical/clinical outcome runs throughout the BVetMed. In earlier years, the focus is on development of practical animal handling skills. Later in the course clinical skills are more specifically assessed with each student undergoing assessment of their knowledge, skills and professionalism on each rotation. A combination of assessment tools is used, including DOPS and Objective Structured Clinical Examinations (OSCEs). Students log their skills development using an online tool (currently Folium) and reflect on their competence at two specific points in their clinical course (see Standard 8 Student Assessment).

Standard 3.2 Each study programme provided by the VEE must be competency-based and designed so that it meets the objectives set for it, including the intended learning outcomes. The qualification resulting from a programme must be clearly specified and communicated and must 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.

The VEE must provide proof of a QA system that promotes and monitors the presence of a teaching environment highly conducive to learning including self-learning. Details of the type, provision and updating of appropriate learning opportunities for the students must be clearly described, as well as the involvement of students.

The VEE must also describe how it encourages and prepares students for lifelong learning.

3.2.1 How the VEE ensures study programmes meet the objectives

The Course Aims and Objectives and Programme Learning Outcomes (outlined in 3.1) ensure that the course is competency-based. All BVetMed learning outcomes for Strands and Years are mapped to EAEVE, RCVS and AVMA competences. Following the recent curricular revision and modifications to the RCVS and EAEVE Day One Competences, the curriculum is in the process of being remapped.

There is a publicly available Programme Specification for the BVetMed, which clearly communicates the course aims and objectives and the programme level outcomes. This programme specification also makes explicit the level of the award within the national qualifications framework, (https://rvc.uk.com/ofs-national-qualifications-framework) placing it at level 7.

Monitoring of information from various sources allows the VEE to be confident that the objectives of the programme are met. These sources include student feedback, evidence of student achievement at progression examinations and during assessments undertaken on completion of the course, feedback from graduates and feedback from employers of graduates. Review of this information is undertaken annually as part of the Annual Quality Improvement and the periodic review processes as overseen by TQC (see section 1.4.1.)

3.2.2 How the VEE promotes a teaching environment conducive to learning

The Undergraduate Course Management Committee (CMC) oversees the management of the BVetMed degree (and the BVSc) and gathers information from various sources to help inform the course management process. This committee includes students from each course year and members of academic staff. Feedback is sought, including from students, external examiners, recent graduates, and employers of recent graduates. Where improvement is required, the CMC will decide on the most appropriate action, with the resources available and devise and monitor the delivery of an action plan. Changes made in response to feedback are actively reported to students via their committee representatives and other channels (see Standard 3.4 for more detail).

The VEE needs to ‘close the loop’ more visibly on feedback received from students. Analysis of results from the annual National Student Survey indicates that there is a need to demonstrate more clearly to students how the VEE has responded to their feedback. The VEE recently published, and is in the process of implementing, a Student Voice Strategy designed to ensure improved capture of and responsiveness to student feedback.

In response to feedback received that there was insufficient teaching on exotic species and insufficient teaching in dentistry, greater emphasis has been placed on these topics, including the development of a core rotation in exotics. In response to poor scores related to feedback in students surveys, an institution-wide feedback policy has been developed (https://rvc.uk.com/vee-feedback-policy-and-guidance) outlining expectations regarding feedback on student work, including guidance on what constitutes good feedback and timelines, within which feedback should be provided.

3.2.3 How students are prepared for self-learning and lifelong learning.

One of the stated objectives of the course is "To provide a learning environment that embeds a desire for life-long learning." One of the programme learning outcomes is that graduates should "Engage in life-long learning and self-reflection to improve overall competence."

Examples of how course structure at the VEE prepares students for lifelong learning include:

- An intentional mixture of teaching and learning methods from the conventionally didactic, such as lectures, to the more active such as directed learning exercises and an emphasis on teaching and learning methods that require active engagement of the student in the learning process such as group work, directed learning and clinical scenario teaching.
- Clear signposting of the importance of engagement in learning activities provided via use of a Student Record of Achievement (SRA) recently introduced (in academic year 23/24) in the third year of the BVetMed and subsequently rolled out across the course (in academic year 24/25).
- Encouraging students to reflect on their recent learning experiences and use these reflections to plan their approach to subsequent activities.
- Students being expected to evaluate their own strengths and weaknesses prior to and following activities such as rotations and extramural studies (EMS). In the rotation structure of the new curriculum students will be required to identify specific objectives for rotations and EMS placements, then reflect on each rotation and EMS (EPT) experience. This will prepare them for transition into the RCVS Veterinary Graduate Development Programme, (https://rvc.uk.com/rcvs-vetgdp), which expects new graduates to undertake lifelong learning, and identify their own learning needs.
- An expectation that students will complement the learning that they undertake in classes with self-study (or group study) outside of timetabled hours. The 'credit rating' of the first three years of the BVetMed degree (as taken on the five year pathway) is currently being finalised. The policy indicates that these years constitute 120 credits at levels 4, 5 and 6 in the national qualifications framework (2 credits in the UK national credit rating scheme is equivalent to 1 ECTS credit). This signifies an expectation that approximately 1200 study hours will be required to achieve the expected outcomes in each year of study.

Standard 3.3 Programme learning outcomes must:
- **Include a description of Day One Competences**
- **Form the basis for explicit statements of the objectives and learning outcomes of individual units of study**
- **Be communicated to staff and students**
- **Be regularly reviewed, managed and updated to ensure they remain relevant, adequate and are effectively achieved.**

3.3.1 How educational aims and strategy propose a cohesive framework and the learning outcomes

The BVetMed has fifteen Programme Learning Outcomes (see Standard 3.1) which have all been mapped to relevant accreditors' competency frameworks. Strand level outcomes are mapped to the Programme Outcomes. This ensures clear alignment of learning outcomes from strands to programme level outcomes and on to the competency frameworks of the accrediting bodies including the ESEVT Day One Competences. The BVetMed curriculum is managed by the Undergraduate Medicine CMC and is 'owned' by the institution as a whole. This facilitates central management of the curriculum to ensure it is balanced, focused, cohesive and fully integrated.

3.3.2 How the VEE ensures that learning outcomes fit with the ESEVT Day One Competences

The variety of methods of teaching and assessment (see Standard 8) employed through the course allows us to be confident that each student has achieved the requisite level of skill. All individual units of study have explicit statements of objectives and learning outcomes which are accessible for staff and students. For example, there will be stated objectives or outcomes for each of the following:

- Individual teaching events e.g. lectures, directed learning, computer aided learning sessions (digital learning interactions), practical teaching activities etc.
- Discrete periods of teaching e.g. strand visits and rotations
- Programme level objectives

These are accessible and clear to students through the VLE. In the case of lectures, the intended outcomes are usually reiterated at the start of each lecture.

3.3.3 Description of how learning outcomes are decided, communicated to staff, students and stakeholders, assessed and revised

Frequent and effective review of outcomes and objectives is an explicit part of the quality assurance processes, directed by the Teaching Quality Committee and part of the Annual Quality Improvement Review process (see Standard 3.2). This process ensures course outcomes remain relevant, adequate and are effectively achieved. Although satisfied that the current practices are fit for purpose and learning outcomes are currently clearly stated and readily accessible for all teaching staff and students, there are still ways in which this can be further improved.

The VEE has been using curriculum mapping for several years. In 2017, Liftupp software was adopted to map and link all learning objectives from the teaching sessions to higher level outcomes and competency frameworks. After several years of working with Liftupp it became apparent that, as a program, it would not be able to fulfil all the curricular management requirements. The VEE has therefore more recently moved to using the curriculum mapping software Sofia (https://www.sofiacurriculum.com/).

The first iteration of the curriculum map in Sofia is nearing completion. Multiple benefits are anticipated from this new curriculum mapping software, including the following:

- making links between individual session learning outcomes, programme level outcomes and Day One Competences clear to learners and teachers.
- making curriculum management and course review easier by helping to identify redundancy, duplication and omission of learning outcomes.
- acting as a ‘single source of truth’ from which information can be drawn into the virtual learning environment and timetabling software.
- allowing easier identification of the consequences of any proposed modification of teaching.
- facilitating blueprinting of assessments (see Standard 8 Student Assessment).

Standard 3.4 The VEE 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**
- **Perform ongoing reviews and periodic in-depth reviews of the curriculum (at least every seven years) by involving staff, students and stakeholders; these reviews must lead to continuous improvement of the curriculum. Any action taken or planned as a result of such a review must be communicated to all those concerned**
- **Identify and meet training needs for all types of staff, maintaining and enhancing their competence for the ongoing curriculum development.**

3.4.1 Description of how the core curriculum is decided, communicated to staff, students and stakeholders, implemented, assessed and revised

The VEE has a clearly defined committee structure which includes effective student representation. Details of Academic Committees and structure including the terms of reference and constitution of the Undergraduate Medicine CMC can be found in the Academic Committee Handbook. The Undergraduate Medicine CMC meets termly (three times a year) and is responsible for the overall management of the BVetMed (and BVSc) curriculum.

The CMC reports, via two committees, to Academic Board, which is the highest academic committee within the VEE and is chaired by the President & Principal. These are:

- Learning, Teaching and Assessment Committee (LTAC)
- Teaching Quality Committee (TQC)

LTAC takes decisions regarding pedagogy, course design, delivery methods and assessment methods. TQC oversees institutional quality assurance processes, including the Annual Quality Improvement Reporting (AQIR) process and periodic reviews. It is through TQC processes, such as AQIG meetings, that feedback gathered from various stakeholders is considered and responded to.

Any significant changes to the course or components of the course which are decided at the CMC are communicated to affected staff and students. Year leaders undertake termly meetings with students and have more frequent interactions with nominated student representatives from each year group. Nominated student representatives ensure two-way communication, raising issues at the CMC on behalf of other students in their year and feeding back to the year. Various electronic means of communication are used, including e-mail, the VEE's VLE, intranet and the RVC App. Important information, for instance regarding assessments (see Standard 8), is also communicated to all students in a year group in a lecture setting – this lecture will be recorded and subsequently made available to students to access after the event through the VLE.

As part of the Annual Quality Improvement process, staff training needs are considered. All new members of academic staff (with rare exceptions for experienced staff or research- only staff) are expected to undertake the VEE's Postgraduate Certificate in Veterinary Education (https://rvc.uk.com/vee-postgrad-cert). This means all staff are trained in educational theory and encouraged to use their training to critically evaluate, reflect on and develop their own teaching or educational practice.

If specific new training needs are identified that affect many teaching staff – for instance as a consequence of introduction of a new method of teaching or assessment – this may be addressed through staff INSET days (In-Service Education and Training days), which are typically run twice a year. (For further detail on staff training see Standard 9.3.)

Standard 3.5: Elective Practical Training (EPT) includes compulsory training activities that each student must achieve before graduation to complement and strengthen their core theoretical and practical academic education, inter alia by enhancing their experience, professional knowledge and soft skills. Like all elective activities, its contents may vary from one undergraduate student to another.

EPT is organised either extramurally with the student being under the direct supervision of a qualified person (e.g. a veterinary practitioner) or intramurally, with the student being under the supervision of a teaching staff or a qualified person.

EPT itself cannot replace the Core Clinical Training (CCT) under the close supervision of teaching staff (e.g. ambulatory clinics, herd health management, practical training in VPH (including Food Safety and Quality (FSQ)). A comparison between CCT and EPT is provided in Annex 6, Standard 3.5

3.5.1 Description of the organisation of the EPT and how it complements Core Clinical Training (CCT)

Elective Practical Training (EPT) forms an essential and compulsory component of the practical and clinical training of students (Table 3.5.1 below). Clinical extra-mural studies (cEMS) is the name given to EPT at the VEE and forms part of the overall EMS training that all students must undertake This EMS training occurs in two stages in the BVetMed programme – mandatory animal handling experiences gained in various animal related industries are referred to as Animal Husbandry Extramural Study (AHEMS) but do not meet the definition of EPT. Clinical Extramural Study (cEMS) is undertaken under the supervision of a suitably qualified individual and therefore constitutes EPT.

Table 3.5.1. Curriculum days of Elective Practical Training (EPT) for each student

Fields of Practice	Minimum duration (weeks)	Year of programme
Production animals (pre- clinical)	Not applicable	
Companion animals (pre- clinical)	Not applicable	
Production animals (clinical)	up to 26 weeks but no minimum requirement set for species	3, 4 and 5
Companion animals (clinical)	up to 26 weeks but no minimum requirement set for species	3, 4 and 5
VPH (including FSQ)	up to 26 weeks but no minimum requirement set for species	3, 4 and 5
Pre-clinical in any species	Not applicable	

Completion of AHEMS is a requirement for entry into the clinical years of the programme, and completion of both AHEMS and cEMS prior to graduation is a requirement of the Royal College of Veterinary Surgeons (RCVS). Each student completes twelve weeks of AHEMS before the start of Year 3 and twenty six weeks of cEMS (EPT) across Years 3, 4 and 5 in order to graduate.

All cEMS is carried out with external placements, predominantly veterinary practices, but some time may be spent in other settings such as research laboratories, veterinary public health or government institutions. All cEMS must take place under direct supervision of a qualified veterinarian or veterinarian team.

Three academic staff are designated EMS co-directors, one for AHEMS and two for cEMS. They work as part of a wider team, which includes the BVetMed Course director and a dedicated team of administrative staff who coordinate the processing of student placements.

Detailed instructions regarding cEMS are provided to students by the cEMS co-directors and can be accessed through the VLE. The first ten weeks of cEMS, known as the ‘Preparatory Phase’, must be in non-specialist practice. Students familiarise themselves with the clinical workplace environment, and aspects such as history-taking, record keeping, drugs, equipment and practical clinical skills. After this, students may move to the ‘Practical Phase’ of cEMS where they are more directly involved with clinical cases and develop their practical clinical skills. Students may elect to spend time in more specialised practices to gain further experience of more advanced types of clinical work.

Students are responsible for organising their own placements within the VEE’s guidelines and must provide full details of the placement. A satisfactory approach to health and safety and appropriate insurance must be confirmed and verified by Academic Registry staff before a placement is allowed to proceed.

Students planning placements overseas must ensure that insurance is in place to protect them in case of any accident. Currently it is assumed all UK placements have the necessary standards and insurance in place but, in anticipation of a change in RCVS EMS policy, the VEE will be moving to a

system where similar checks need to be made on UK practices. Staff and students are aware that cEMS is not a substitute for Core Clinical Teaching. It is there to complement the development of core knowledge, clinical and professional skills, which takes place on the veterinary course.

Standard 3.6 The EPT providers must meet the relevant national Veterinary Practice Standards, have an agreement with the VEE and the student (stating 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 VEE on the EPT programme.

There must be a member of the teaching staff responsible for the overall supervision of the EPT, including liaison with EPT providers.

3.6.1 How EPT providers are linked to the VEE, assess the students and provide feedback to the VEE

There is no single formal national Veterinary Practice Standard for the UK, but all veterinary surgeons working in the UK are subject to the legal and disciplinary controls imposed by the RCVS. Although not a requirement, many practices will be accredited by the RCVS Practice Standards Scheme.

Placement providers receive a letter of agreement in advance of any student placement, setting out roles and responsibilities of both the practice and the student. This asks the practice to appoint one of their veterinarians as a mentor for the student during their placement, who will have overall responsibility for supervision of the student and provision of feedback on the student's performance.

The placement completes an online assessment form confirming the student's attendance and to assess and give feedback on student performance. This must be completed and returned to the VEE for the time spent at the placement to be counted towards the RCVS and VEE's EMS requirements. Placement mentors discuss their feedback with the student, although this may not always be possible due to time constraints. All feedback forms are sent to the student's personal tutor. If the feedback is largely positive, the tutor is asked to forward this to the student.

If negative comments or concerns are raised, the student will receive more detailed feedback. In more serious cases this may result in a formal 'cause for concern' being recorded for the student. If a student receives more than two 'cause for concern' reports, then further support may be provided by the Student Performance and Development meeting, which they will be required to attend.

The EMS team maintain a database of placement providers and students are encouraged to give feedback about placements they have attended. These are visible to other students when planning placements and are kept under close scrutiny by the EMS team. Where issues arise on placement, the placement may be flagged to other students so that an informed decision about attendance can be made. If there are any more serious concerns, for example if there is a concern about health and safety, then further placements will not be permitted again at that site until the concern has been adequately addressed by the EMS team and other relevant members of the senior administration.

3.6.2 Teaching staff(s) responsible for the supervision of the EPT activities

As mentioned in Standard 3.5 above, one academic member of staff is the designated AHEMS director, and two other members of academic staff are the designated cEMS co-directors. These have overall responsibility for supervision of the AHEMS and cEMS programmes. They may liaise directly with AHEMS and cEMS providers.

AHEMS director: Dr Troy Gibson PhD, PGDipSci, BSc
cEMS co-directors: Ms Jane Tomlin BSc, BVetMed, MSc, Cert SAS, DipECVS HEA
Mrs Sally Baker BVM&S, MRCVS

Standard 3.7 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 VEE and evaluating the EPT. Students must be allowed to complain officially and/or anonymously about issues occurring during EPT. The VEE must have a system of QA to monitor the implementation, progress and then feedback within the EPT activities.

3.7.1 Student preparation, recording and assessment of EPT

Students are responsible for setting their own learning objectives while on EMS. They are expected to meet with their designated mentor when they start the placement and set out what they hope to achieve based on prior experience and identified areas for improvement.

Students complete a 'pre-rotation skills assessment' in Folium and identify their strengths and weaknesses and outline personalised learning needs. This must be signed off by their tutor, often generating helpful and supportive discussion. After each placement students reflect on skills they learned, how successful the placement was and what could be improved.

The RVC is moving to a new longitudinal portfolio system using software called PebblePad. This will provide a virtual logbook where a more detailed log of placement activities can be recorded. In the new system, students complete a reflection on each EMS placement that they undertake.

3.7.2 Description of the EPT complaint process

Should students have concerns about their placement, they may raise these with their tutor or directly with the EMS office. The relevant EMS director will consider the complaint, meet with the student as necessary and consider the future suitability of the placement. The EMS programme also follows the same anonymous TQC managed feedback system that applies to all parts of the course. Feedback is monitored and passed to the EMS team and course director for comment and a response for TQC. Students are provided with an emergency contact number which they can use to contact the VEE in case of serious issues while they are on placement.

Comments on Area 3: The VEE is confident that it is currently fully compliant with Standard 3. However, there are always further ways in which the curriculum and students' experience of their learning could be enhanced.

Suggestions for improvement in Area 3: As outlined above, a new structure is being introduced for final year rotations, which will provide students with better support, with preparatory teaching immediately prior to rotations and a debrief week in which students will receive feedback and use a longitudinal portfolio to reflect on their performance, document their ongoing acquisition of competencies and write up cases that they have seen. The VEE also aims to make greater use of the curriculum mapping software by producing a student-facing version of the map and integrating the map into the curriculum management and assessment processes.

Area 4. Facilities and Equipment

Standard 4.1 All aspects of the physical facilities must provide an environment conducive to learning, including internet access at all relevant sites where theoretical, practical and clinical education takes place. The VEE must have a clear strategy and programme for maintaining and upgrading its buildings and equipment. Facilities must comply with all relevant legislation including health, safety, biosecurity, accessibility to people including students with a disability, and EU animal welfare and care standards.

4.1.1 Premises in general

An overview of facilities used to deliver the VEE's curricula
The VEE's facilities are located on two campuses: the Camden Campus in central London, the Hawkshead Campus in Hertfordshire and Boltons Park Farm approximately 1 km from Hawkshead and linked by footpath and road. The Camden Campus is approximately 17 miles (27 km) from the Hawkshead and Boltons Park Farm. Travel time between Camden and the other two facilities, by road or rail, is approximately 30 to 50 minutes. The VEE provides a free shuttle bus service between Hawkshead and Boltons Park Farm and the nearest main railway station (Potters Bar) and there are footpaths to Potters Bar and Brookmans Park stations.

The VEE also utilises a number of off-campus teaching facilities for Core Clinical Training (CCT) and Elective Practical Training (EPT); these fall into two broad categories of teaching partnerships. The first category are collaborations where the partners are effectively 'support organisations' providing space, equipment and case material and where VEE members of staff deliver the rotational teaching and assessment. The second includes those partners (teaching partnerships) who not only provide the facilities and case load, but also the majority of the staff who deliver the rotational teaching and assessment. These off-campus facilities are summarised in the external rotations list (https://rvc.uk.com/external-rotations).

Camden Campus
The Camden Campus is home to all pre-veterinary students, the first two years of the BVetMed degree, basic science teachers and researchers, BSc students, the London Bioscience Innovation Centre (LBIC) and the Beaumont Sainsbury Animal Hospital, the small animal general practice teaching facility. Most campus buildings were originally constructed in the 1930s, but have been remodelled and refurbished and comprise:

Building	Facilities
Hobday	Main reception, teaching accommodation, anatomy museum, staff and student services, Library and IT, restaurant, social learning space, Activities Studio, Gym, student union and bar, Student Common Room, research laboratories, office and ancillary space
Beaumont Sainsbury Animal Hospital	A fully equipped small animal general hospital with accommodation for staff https://www.rvc.ac.uk/beaumont-sainsbury-animal-hospital
MacFadyean & Amoroso Buildings	LBIC, central London's premier biotechnology innovation centre, providing laboratory accommodation and business support for biotechnology companies ranging from start-up to blue chip companies https://www.rvc.ac.uk/business
RVC College Grove	Residential student accommodation comprising 71 en-suite rooms (one accessible room)
Biological Services Unit	Maintenance areas for experimental animals including separate specific pathogen –free and gnotobiotic accommodation.

Hawkshead Campus
The Hawkshead Campus accommodates BVetMed students during their clinical years and is the focus of most of the clinical activity. The campus comprises and is broadly arranged in four key zones laid out from West to East, separated by green spaces to enhance the environment:

Zone	Facilities
Residential and Recreational	Student Village: 5 pavilions with 191 en-suite study bedrooms (two accessible rooms), RVC College Close 89 rooms (one accessible room), Odiham Hall with 30 rooms
	Sports and Wellbeing Centre (SAWC): providing a sports hall, internal and external changing rooms, dance studio, climbing wall and gym
	The Advice Centre
	Conference facility comprising housing a restaurant, meeting and conference rooms and hotel-style bedrooms
	Hawkshead House, the original estate house, houses student social facilities, Student Union (SU) offices and shop and Infrastructure Services Directorate (ISD) offices
	Extensive outdoor sports facilities, nature trail
Teaching and Administrative	Student Learning Centre (SLC) (completed in 2024), providing teaching accommodation, Library, IT facilities, lecture theatres, group and meeting rooms, social learning space
	Eclipse Building, (refurbished in 2024), providing Faculty offices and meeting rooms, Student Services, the shop and a cafe
	The RVC Alumni Lecture Theatre, with a capacity of 327
	Link Building, providing a teaching room with multi-headed microscopes, and offices for academic and support staff
	Mill Reef Building, which provides a necropsy hall and associated facilities including diagnostic clinical laboratories, offices and seminar rooms
	Centre for Emerging, Endemic and Exotic Diseases (CEEED), which houses high standard containment laboratories for infection and immunity research, offices and meeting spaces
	LIVE Centre, housing the Clinical Skills Centre, the Centre for Excellence in Lifelong and Independent Veterinary Education
	The Boot Room
Clinical	The Queen Mother Hospital for Animals (QMHA), Europe's largest referral teaching hospital for small animals
	Large Animal Clinical Centre (LACC), which comprises classrooms, and offices
	Equine Referral Hospital (ERH) and Equine Practice, which comprises surgical and intensive care facilities alongside a diagnostic imaging suite and accommodation for clinical cases, including intensive care and separate isolation facilities
	Farm Animal Clinical Centre (FACC) which comprises individual animal surgical and medical facilities for production animals.
Research	Biological Services Unit, (BSU) which comprises a range of barns and similar units providing accommodation for different species of experimental animals
	Structure and Motion Laboratory Buildings accommodating a flight barn, locomotion barn and related facilities for a research group of the same name.

Boltons Park Farm

The Farm is heavily used for pre-clinical and early clinical teaching (BVetMed Years 1-3). It is managed as a commercial dairy and sheep unit with small scale egg and pork production. It also has carefully designed animal handling and housing facilities to provide a unique learning environment for students thus enabling safe handling and clinical teaching at all stages of the BVetMed program.

Farm facilities include:

Farm	Facilities/Stock
	200 hectares, mainly grazing grass, with 20 hectares of woodland
	90 Holstein Friesian milking cows and 80 heifers with 700 sheep, 250 chickens

	and 10 – 20 pigs
	The Large Animal Handling Facility (LAHF)
	a range of accommodation for farm animals with associated teaching facilities
	Biological Services Unit: facilities for contract research services, including separate specific pathogen–free and gnotobiotic laboratories.
	Milk from Boltons Park Farm is sold to a commercial milk supplier, but a proportion of milk is also reserved to be pasteurised on farm and sold to staff, students and local residents, along with eggs from the chickens. Turkeys are reared most years for on-farm slaughter and are sold locally at Thanksgiving and Christmas.

Facilities Designed for Learning: Buildings
The Student Learning Centre at Hawkshead, which opened in 2024, features a range of modern teaching settings including three lecture theatres with different configurations, directed learning rooms, several technology rich small group meeting/teaching rooms, a teaching laboratory and variously configured social learning spaces for personal study. Many of the features of the Hawkshead development have drawn on the experience and student feedback from the 2018 refurbishment of the Camden Campus.

Facilities designed for learning: IT
The VEE's Data and Digital Technology Strategy prioritises the provision of tools that support students' learning. Each department provides input regarding specific needs across the curriculum, and rooms are upgraded based on this input. The VEE provides a secure IT environment for students with desktop tools, statistics packages and collaboration tools commonly required by students. There are various types of study facilities, which are equipped with audio visual and IT tools such as PCs, wireless sharing technology, smart whiteboards and access to electrical outlets.

Internet access is provided to the VEE by the Joint Academic Network (JANET) which currently gives connection speeds of 10 Gbps, with desktop speeds ranging from 100 to 1,000 Gbps. There are resilient connections with JANET and between campuses. There is an extensive Wireless network and staff and students use a variety of wireless and wired devices. The VEE provides comprehensive cyber security awareness and training to staff and students using contemporary tools and services from leading suppliers.

4.1.2 Strategy and programme for maintaining and upgrading the current facilities and equipment and/or acquiring new ones

RVC Estates Strategy
The Infrastructure Services Directorate (ISD) manages the estate safely and effectively, to provide effective IT and logistics support and to give students and staff excellent social and educational facilities. Residential accommodation is available in both central London and at Hawkshead while free accommodation is provided for students at all off-site teaching centres.

Recently completed and upcoming major projects include:

Year	Campus	Project	Cost
2025-26	Camden	RVC Grove residential accommodation refurbishment	£6.2m
2025-26	Camden	Hobday Building façade repair and window replacement	£4.0m
2025-26	Camden	Hobday Teaching Laboratory, anatomy workshop, histology preparation refurbishments	£4.3m
2025-26	Camden & Hawkshead	Biological Services Unit compliance works	£0.5m
2024-25	Hawkshead	Advanced Equine Imaging Centre	£3.0m
2024-25	Boltons Park Farm	Large Animal Handling Facility	£3.5m
2024-25	Camden & Hawkshead	Heat decarbonisation projects	£0.5m
2023-24	Hawkshead	Student Learning Centre	£53.0m

2023-24	Hawkshead	Centre for Translational & Clinical Research Imaging (TRACI)	£4.3m
2023-24	Boltons Park Farm	Silage and water drainage structures	£280k
2022-23	Hawkshead	Expansion of the Teaching & Research Centre	£8.5m
2020-21	Boltons Park Farm	New Milking Parlour	£150k

The organogram in Appendix 4.1b shows the governance for infrastructure projects.

4.1.3 Description of how the VEE ensures that all physical facilities comply with all relevant legislation

Health & Safety
The Corporate Health and Safety (H&S) team delivers a comprehensive, proactive service to protect and enhance the health and safety of staff, students and other users of the VEE. Its work includes:
- Provision of expert advice and training
- Developing H&S strategies, policies, guidance
- Developing safety management systems
- Setting standards for risk management and the monitoring of health and safety performance.

Governance
The Safety Committee (SC) reports to both the CEC and to the VEE's Council. It is responsible for formulating policies to promote the health, safety and wellbeing of staff, students and visitors. Membership includes Heads of Department, senior laboratory managers, Students' Union representation, including the President and SU Treasurer, and Trade Union Safety representatives. The Committee, on behalf of the VEE's Council, approves new and updated policies and procedures and monitors their effectiveness.

The following subgroups report to the Committee:
- Infection Control and Biosecurity Group
- Radiation and Chemical Safety Group
- Animal Handling and Clinical Activities Working Group
- Infrastructure Services Safety Group
- Genetically Modified Organisms Safety Committee

Compliance with legislative requirements and best practice is monitored through a range of proactive mechanisms, including a regular programme of departmental and unit safety reports, inspections and audits. Reactive mechanisms are used to identify incident trends, which lead to targeted actions formulated. Performance and compliance are reported on a termly basis to the Safety Committee and thereafter to CEC and to the Council.

How facilities comply
Various mechanisms assure the health and safety of the VEE's facilities and equipment, including the use of physical access management. Areas with additional safety requirements, such as labs, are accessible only with an enabled staff or student ID card. Hazard warning signs are clearly displayed outside clinical rooms, laboratories and plant rooms.

To ensure the same high standards of health and safety for students are maintained for on-campus and off-campus teaching, termly meetings of the Safety Committee receive reports from the relevant subgroups concerned with different aspects of teaching, including the various VEE leads for the off-campus teaching facilities.

For all VEE partnerships, in the event of any injury, dangerous occurrence, incident or accident involving a student on an externally delivered rotation, the procedures of the partner will be followed, and they will be responsible for reporting as required by RIDDOR (Reporting of Injuries, Diseases and Dangerous Occurrences Regulations). The partner is contractually required to notify and formally report any incidents in writing as soon as reasonably possible and in any event within twenty-four hours or immediately, if a serious incident. Responsibility for the investigation of any

incident involving a student will be shared between the VEE and the partner.

For those partnerships which are effectively support organisations both the VEE and its partners are jointly responsible for the health, safety and welfare of students during the relevant rotations. All partners are required to risk assess activities to ensure compliance with the Management of Health and Safety at Work Regulations 1999, including a specific requirement to risk assess activities involving the use of chemicals, ionising radiation and biological hazards to ensure compliance under Control of Substances Hazardous to Health (COSHH 2002) and Ionising Radiation Regulations (IRR 2017)). The partners provide the embedded VEE staff with health and safety information relevant to the students' duties and activities, and the VEE staff disseminate this information to the students. These requirements are included in all contractual arrangements with the support organisations.

For those partnerships which are teaching partnerships, the partners are responsible for the health, safety and welfare of students during the relevant rotations. All partners are required to risk assess activities as described above. The partners must ensure that students are informed of all health and safety policies, procedures, and risk assessments that apply to their particular duties and activities during the rotation. These requirements are included in all contractual arrangements with external partners as summarised in the exemplar rotations agreement (https://rvc.uk.com/exemplar-rotations-agreement).

Health & Safety training for students
At relevant points, students must complete health and safety inductions to prepare them for the different teaching environments they will be taught within. These include inductions covering health & safety, biosecurity, working in dissection rooms, teaching labs, the necropsy room and working in outdoor spaces with live animals. Students on rotations also need to read and confirm they understand Health and Safety Requirements on rotations prior to beginning their rotations schedule. The inductions and required reading can be completed time online before the first practical lesson. All new or amended practical sessions have risk assessments in place, which are prepared by the teaching team working with their departmental safety supervisors.

Before students are permitted to undertake Animal Husbandry Extramural Studies (AHEMS), they must demonstrate their ability to work safely with animals. This involves attending Animal Handling Practicals, covering a range of species commonly encountered in veterinary practice, and passing species-specific practical examinations. Successful completion of these examinations is a progression requirement for advancing to the next academic year.

Biosecurity
Please see Standard 4.9 for a summary of the VEE's approach to Biosecurity.

Accessibility
The VEE is committed to equality of opportunity and the promotion of diversity. It has an anticipatory duty to plan for students' accessibility needs, whether permanent or temporary. As such, accessibility is considered in the design of new buildings and old ones have been retrofitted to improve access. The VEE's duty to the students is also reflected in its safety systems and through the application of appropriate control measures to ensure the safety of persons with health issues or disabilities.

If students have additional needs, the Learning & Wellbeing Directorate will identify reasonable adjustments to ensure students are able to benefit fully from their programme and to maintain their safety. Adjustments are given in writing (with the approval of the affected student) to the VEE's Advice Centre for implementation and dissemination to other colleagues who are in contact with the student. Personal Emergency Evacuation Plans (PEEPs) are developed for those who require assistance in evacuating a building in an emergency.

These measures to discharge the VEE's duty of care create a safe and healthy environment for work and study.

EU animal welfare & care standards
VEE hospitals are fully compliant with EU animal welfare and care standards.

Boltons Park Farm is regularly audited by Red Tractor and compliant with all UK welfare standards. These inspections cover all species present on the farm.

The farm's dairy herd is CHeCS (Cattle Health Certification Standards) accredited free of Infectious Bovine Rhinotracheitis (IBR), Bovine Viral Diarrhoea Virus (BVDV) and Bovine TB free through the Premium Cattle Health Scheme administered by Scotland's Rural College (SRUC). The herd is monitored quarterly for Johne's Disease. The milk purchaser, ARLA, has additional welfare standards with which the VEE is fully compliant. All adult cattle and young heifers are housed in groups in open yards, bedded on recycled woodchip. Calves are housed in pairs until weaning, at which point they are moved to group housing. The milking herd have access to rotating brushes, fans and grazing in the spring/summer months provided the pasture is dry. Rubber matting has been put down in all areas where animals stand for periods of time, including teaching areas.

The farm's sheep are at pasture for the majority of the year but are housed at lambing time and during periods of inclement weather.

The VEE's Experimental Animal Facilities are audited by the UK Home Office, which grants the Establishment Licence necessary for the VEE to be allowed to keep animals for scientific experimentation under UK Law (Animals Scientific Procedures Act). The facilities were most recently audited in June 2024 and were found to meet legal requirements. Facilities at both Hawkshead and Camden and their associated standard operating procedures are governed and overseen by the VEE's BSU to assure biosecurity. There are plans to upgrade the facilities in Camden, which will enhance further the environmental control of the buildings there.

Standard 4.2 Lecture theatres, teaching laboratories, tutorial rooms, clinical facilities and other teaching spaces must be adequate in number and size, equipped for instructional purposes and well maintained. The facilities must be adapted for the number of students enrolled. Students must have ready access to adequate and sufficient study, self-learning, recreation, locker, sanitary and food service facilities. Offices, teaching preparation and research laboratories must be sufficient for the needs of the teaching and support staff to support their teaching and research efforts.

4.2.1 Short description of the premises for lecturing, group work, practical work and skill labs

The VEE's main lecture theatres and directed learning facilities on both campuses have been expanded and upgraded as part of a rolling programme of improvements. The capacity of lecture theatres has been increased with the Great Hall (Camden) seating 250, the Alumni Lecture Theatre (Hawkshead) seating 327 and the SLC main lecture theatre (Hawkshead) seating 450. The latter space can be subdivided to provide separate 350 and 100-seat lecture spaces.

Since the last cycle of accreditation visits, directed learning facilities have also been expanded and upgraded to meet present and future requirements. The three directed learning rooms in the SLC, Hawkshead, all now seat 64 and the refurbishment of the directed learning rooms at Camden has also provided an additional, new seminar room. Full details of theory, practical and teaching rooms are provided in the Appendices, Tables 4.2a, b and c respectively.

4.2.2 Short description of the premises for study and self-learning, catering, locker rooms, accommodation for on-call students, leisure activities and sanitary facilities

Study and self-directed (social) learning facilities have been significantly improved on both campuses in recent years, and both campuses now offer a wide range of types of spaces and related IT and AV equipment. These include:

Resource Type	Camden	Hawkshead	Notes
Library Study Spaces	68	46	
IT Open Access PC workstations	141	103	
QMHA Student Room	n/a	50	Plus 8 PCs
Equine Student Room	n/a	15	Plus 4 PCs

Restaurant & Café Spaces	150	200	
Open Access PCs	141	103	
Loan Laptops	32	44	
Social Learning	250	200	Approx. numbers. Camden figure includes the Student Common Room
Lockers	320	945	SLC and Changing Room

All off-campus teaching facilities have free student accommodation with access to VEE-supplied computers and internet coverage with variably shared areas for social learning. Each student is provided with an annual travel supplement to offset the cost of travelling to and from the off-site placements.

Recreational Facilities
At Camden, students have free access to a gym and fitness studio on campus and have a range of fitness and dance classes arranged by the Students' Union.

At Hawkshead, the Sports and Wellbeing Centre houses a four-court sports hall, dance studio, nine-metre climbing wall, gym and changing facilities. The campus has its own sports fields, which include a sports pavilion, a floodlit multi-use games area, three football pitches, a rugby pitch, a cricket square and two hard playing surfaces for tennis/netball.

The Students' Union (SU) has recreational, social and office spaces on both campuses, including common rooms and student bars, The Haxby (Camden) and The Buttery (Hawkshead) staffed by students and managed by the SU. The SU arranges a variety of social events across the academic year, including Freshers' Week, the May Ball and Varsity, where the two campuses compete across a range of sports.

Food Services
Restaurant facilities offering hot meals, sandwiches and snacks are provided on both sites, Monday to Friday. Cafeteria facilities operate from 07:30 to 17:00 at Camden and 08:00 to 17:00 at Hawkshead. Vending facilities are available 24/7 for hot drinks and food on both sites. Kitchenettes are provided in some common spaces to improve and extend the facilities available. Student common rooms are available in the hospitals with facilities for hot drinks and microwave meals.

4.2.3 Brief description of the staff offices and research laboratories

Offices, teaching preparation spaces and laboratories
Both Hawkshead and Camden campuses are equipped with offices to house all teaching and support staff. At Hawkshead, the Student Learning Centre and the recent renovation of the Eclipse building have included new office spaces for Academic Registry, HR and IT as well as staff of the departments of Clinical Science and Services and Pathobiology and Population Science.

Facilities for students on call
A range of student facilities are provided for those times when students who are on-call need to be in the immediate vicinity of the clinical facility or normally are unable to easily attend the clinical facility within 10-15 minutes of their normal residence.

Standard 4.3 The livestock facilities, animal housing, core clinical teaching facilities and equipment used by the VEE for teaching purposes must:
- **Be sufficient in capacity and adapted for the number of students enrolled in order to allow safe hands-on training for all students**
- **Be of a high standard, well maintained and fit for the purpose**
- **Promote best husbandry, welfare and management practices**
- **ensure relevant biosecurity**
- **Take into account environmental sustainability**
- **Be designed to enhance learning.**

4.3.1 Description of the premises for housing healthy, research and hospitalised animals.

Housing for Livestock and Other Animals:
Animals available for teaching or research are housed in a number of locations across the VEE, including Boltons Park Farm, the BSUs, and as inpatients in the VEE's hospitals. Animal holding and isolation facilities have been refurbished to meet current standards and increase the extent of available specialist, environmentally controlled areas.

The equine stabling at Hawkshead encompasses twenty five large-sized boxes including four boxes designated for horses undergoing nuclear scintigraphy, six Intensive Care Unit (ICU) boxes, one of which is specifically designed for neurologically compromised patients with padded wall and a hoist, one mare and foal stable and two isolation boxes in a separate isolation building. All stables fully comply with the EU welfare and care standards.

The Queen Mother Hospital for Animals (QMHA) has a range of kenneling across its different service locations. There are separate wards for dogs, cats, isolation facilities and a radioactive iodine treatment ward. The kennels are of different sizes to accommodate different sized species and for cats, large kennels are provided for those whose stay exceeds twenty four hours. There are two bird cages and two vivariums for exotic species.

The Beaumont Sainsbury Animal Hospital (BSAH) has separate dog, cat, small mammal, reptile, ferret and isolation wards. The dog ward has mostly large walk-in kennels, but four smaller kennels are available should the patient's treatment require a smaller sized kennel. The cat ward kennels are a size suitable for overnight hospitalisation and there are two walk-in kennels for long stay patients where more enrichment is required. The exotics wards have various kennels, vivariums, bird cages and avian kennels, which have temperature, ultra-violet light and ventilation control. A numerical summary of housing for hospitalised animals across the VEE is provided in the Appendices, Table 4.3a.

At Boltons Park Farm, in winter months, cattle are housed in open yard barns, bedded on deep woodchip, observing optimum stocking densities and ensuring the welfare of the animals is kept at a high standard. In the summer months the herd is allowed to graze at pasture in fields surrounding the dairy buildings. Sheep are mostly kept at pasture but are housed at key times of year (e.g. lambing) for management and welfare purposes. Chickens are housed in an area allowing them to free range during the day and due to planned expansion of the flock a larger commercially available poultry shed is being purchased.

4.3.2 Description (number, size, equipment, species, disciplines, ...) of the premises for clinical activities, diagnostic and other services including necropsy

Promoting best husbandry, welfare and management practices
To safeguard animal welfare, use of live animals for teaching is reviewed annually by the Clinical Research Ethical Review Board (CRERB) as detailed in Standard 5.1. With increasing use of models to help supplement or replace live animal-based sessions, live animals are only used for teaching when the session(s) are directed at key learning outcomes and no other alternatives are available. Animals owned by the VEE and used for teaching are maintained and managed in accordance with research-informed enhanced husbandry and enrichment practices.
A detailed description of the services and equipment for core clinical training (CCT) at the QMHA, BSAH and ERH can be found in Standards 4.1, 4.4 and 4.5.

4.3.3 Description of the equipment used for clinical services (diagnostic, treatment, prevention, surgery, anaesthesia, physiotherapy, ...)

The QMHA equipment appropriately supports a multidisciplinary referral hospital. General wards are equipped with fluid pumps, blood pressure monitors, heating support, portable ultrasound machines, and barrier nursing equipment. The intensive care unit and the emergency room are equipped with multiparameter monitors, EKG, pulse oximeters, invasive and non-invasive blood pressure monitors, oxygen kennels, blood gas analysers, patient-side ultrasound machines, high-flow nasal oxygen machines, and mechanical ventilators. The hospital has in-house laboratory equipment for

assessment of haematology, biochemistry, array of SNAP tests, and coagulation parameters. Diagnostic equipment comprises of CT, MRI1.5T and 3T, fluoroscopy, digital radiography, C-arm, ultrasound, ERG, EMG. Additional equipment includes lithotripsy, endoscopy, interventional radiology and a dialysis machine. The hospital is further supported with an on-site blood bank, gait analysis, physiotherapy and laser treatment. Surgical equipment includes on-site autoclaves, standard advanced surgical equipment, plus more advanced equipment such as arthroscopy, laparoscopy, dissecting microscope, and cardiopulmonary bypass machines. Further details are provided in QMHA assets (https://rvc.uk.com/qmha-assets) and Appendix Table 4.3b shows the kennel sizes and locations.

The Equine Referral Hospital (ERH) has equipment to support a varied referral hospital and general practice caseload. In addition to general stable boxes, there are holding boxes, intensive care boxes, two mare and foal boxes, one box designed for neurological patients with the ability to hoist, and two isolation boxes. The hospital has in-house laboratory equipment for assessment of haematology biochemistry and blood gas analysis. Diagnostic equipment comprises of digital radiography, low-field MRI, nuclear scintigraphy, three ultrasound scanners (one of them portable), endoscopy (endoscopes of varying length and diameter including a gastroscope), and a CT scanner (Qalibra Exceed). Surgical equipment includes on-site gas sterilisation, standard surgical equipment for orthopaedic and soft tissue surgeries, dental equipment, plus more advanced equipment such as arthroscopy, and cryotherapy is available.

The BSAH has equipment appropriate to support a primary care hospital. Wards are equipped with fluid pumps, non-invasive blood pressure monitors, heating support, and barrier nursing equipment. For Exotics, special kennels with environmental control and UV lighting are available. For more critical patients, oxygen concentrators and multiparameter monitors can provide additional support. The hospital has in-house laboratory equipment for assessment of haematology, biochemistry, and array of SNAP tests. Diagnostic equipment comprises of digital radiography, dental radiography, ultrasound machine and endoscopy equipment. Surgical equipment includes on-site autoclaves, standard surgical equipment, dental equipment plus more advanced equipment such as laparoscopy is available.

4.3.4 Brief description of the premises (both intra-mural and extra-mural) used for the practical teaching of VPH (including FSQ) (slaughterhouses, foodstuff processing units, ...)

Slaughterhouse Facilities
The VEE has two contracted teaching arrangements regarding access to abattoirs for its students. First, a commercial abattoir (Humphreys and Sons) and second, a teaching abattoir (University of Bristol's Langford abattoir). Both abattoirs slaughter cattle, sheep and pigs while Humphreys' also slaughters water buffalo. At Humphreys, students also engage with the whole farm to fork model as outlined below. It is also a working beef finishing lot enabling an excellent opportunity for biosecurity discussions. Bristol is a teaching and research facility where students get the opportunity to spend time immersing themselves in the day-to-day realities of abattoir operations. Both facilities require students to undertake dissection and necropsy inspection as well as a HACCP discussion.

Foodstuff Processing
Students currently have access to one further foodstuff processing unit during their rotations – where they spend an entire day. The Humphreys abattoir in Essex is also an on-site farm, butchery, bakery and world food supermarket. This allows students to fully engage with the 'farm to fork' model in its entirety. Students have the opportunity to witness the steps and controls (i.e., HACCP, Good Manufacturing and Hygiene Practices) involved in the preparation and preservation of different types of meat products and composite foods. This provides a better understanding of food technology involved in meat and composite production, but also with the economics of butcheries and bakeries and potential public health risks associated with the sector.

Standard 4.4 Core clinical teaching facilities must be provided in a veterinary teaching hospital (VTH) with 24/7 emergency services at least for companion animals and equines. Within the VTH, the VEE must unequivocally demonstrate that the standard of education and clinical research is compliant with all ESEVT Standards, e.g. research-based and evidence-based clinical training supervised by teaching 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, on-call service must be available if emergency services do not exist for those species in a VTH.

The VEE must ensure state-of-the-art standards of teaching clinics, which remain comparable with or exceed the best available clinics in the private sector.

The VTH and any hospitals, practices and facilities which are involved with the core curriculum must be compliant with the ESEVT Standards and meet the relevant national Veterinary Practice Standards.

4.4.1 Description of the organisation and management of the VTH and ambulatory clinics (opening hours and days, on-duty and on-call services, general consultations, list of specialised consultations, hospitalisations, emergencies and intensive care, ...)

The small animal Referral Service and first opinion emergency service operates from the Queen Mother Hospital for Animals (QMHA) at the Hawkshead Campus. The QMHA offers a full range of specialty services and is one of Europe's largest and busiest referral and emergency hospitals. It was the first Veterinary Trauma Centre accredited by the American College of Veterinary Emergency and Critical Care (ACVECC) outside North America, is a Level 1 Veterinary Trauma Centre and has a growing out-of-hours first opinion and emergency service. The QMHA also has a Cardiothoracic Surgery programme that is unique in Europe exceeding anything currently available in the private sector.

The QMHA is open for elective referral caseload 08.30 to 17.30, while emergencies and out-of-hours (OOH) cases are accepted 24/7 and 365 days per year. The QMHA currently provides OOH cover for forty nine small animal practices in the region. The Beaumont Sainsbury Animal Hospital (BSAH) is the First Opinion Hospital situated within the Camden Campus. The BSAH provides a first opinion service for small animals, and an exotics referral service. The BSAH caseload includes a variety of consultations, surgical and diagnostic procedures, emergencies, and care and management of hospitalised patients. Students rotate throughout the hospital, working alongside veterinarians and support staff, on either a cat and dog rotation or an exotics rotation, where they participate in the care of both first opinion and referral cases.

The Equine Referral Hospital (ERH) and Ambulatory Practice Campus operate a 24-hour, 7 day per week, 365 days per year First Opinion and Emergency Referral service. The 8.2 FTE vet ambulatory practice offers a full OOH service within a 30-mile radius of the Hawkshead Campus and serves a wide and diverse community, ranging from backyard ponies to elite sports and racehorses. Students are exposed to routine work and emergencies, which they experience on a 1:1 basis working with the ambulatory team. The VEE's ERH has one of the largest numbers of RCVS Equine Specialists of any UK veterinary teaching hospital, supported by the most advanced techniques, patient care and facilities and offers students the ability to gain confidence and experience in a safe and controlled work environment. One student is assigned to each case, allowing them to follow the patient journey from admission to discharge while monitoring progression and being immersed in the clinical decision-making process. The caseload allows students to see a variety of different conditions in all types of equidae. Students work closely with all members of the Equine team, including technicians, veterinary nurses, interns, residents and senior clinicians. The Equine Hospital accepts emergency referrals for horses, small ruminants and camelids on a 24/7 basis 365 days a year.

One teaching partner, delivering the four weeks of core farm animal rotation teaching, has an extensive out-of-hours service covering approximately 3.5 counties in the southwest over four geographically separate veterinary teams. Currently, for logistical reasons including compliance with EU working time directives, students are not usually involved in attending these out-of-hours calls. Instead training in these farm animal emergency learning outcomes are delivered as specific dedicated sessions within the core farm rotations and the core 'Primary Care Clinical Skills' rotation.

The development of busy CA emergency services together with farm animal clinical provisions have increased student exposure to both emergency medicine and to animals with acute illnesses.

As mentioned above, all farm animal teaching is undertaken by either support partnerships or teaching partnerships as outlined in the external rotations list (https://rvc.uk.com/external-rotations).

4.4.2 Description of how the VTH and ambulatory clinics are organised in order to maximise the hands-on training of all students

Hands-on training for students
Whilst the clinical facilities provide services to the public, they exist to support undergraduate and postgraduate training, and they are organised with this in mind. All patients in the veterinary teaching hospitals contribute directly or indirectly to education, with students being involved in almost every case. Students are fully integrated into the clinical service delivery, and it is clearly explained to clients that students will be involved with the care of their animals.

The physical and digital infrastructure across the clinical sites is designed with students in mind. The hospitals have additional teaching space, including both dedicated learning spaces and additional square footage for key areas such as consultation rooms and operating theatres. Clinical records are accessible to students, allowing them to access this important learning material. Day-to-day operations of the sites are also adapted to support student teaching and give maximal opportunity for hands-on training where appropriate. Whilst the precise detail of this varies by the clinical service, workflows are scheduled to allow students to fully participate in the case (for example allowing additional time for consultations, induction of anaesthesia). Nursing teams work closely with students to ensure they have the opportunity to provide “hands-on” care for hospitalised patients with treatment times scheduled to align with the students’ presence on site.

4.4.3 Statement that the VEE meets the national Veterinary Practice Standards

Adherence with national veterinary practice standards
All Companion Animal (CA) clinical facilities both internally and off-site are accredited with the Practice Standards Scheme run by the national regulator the RCVS. All have core accreditation with other accreditation levels appropriate for the service they provide. the farm animal teaching centres involved in core clinical teaching have RCVS Practice Standard Scheme (PSS) accreditation as do the majority of teaching partners involved in delivering farm animal elective rotations. Those that do not either are operating in activities where no RCVS scheme exists for these sorts of practices (poultry and pigs) or are in the process of gaining accreditation.

Standard 4.5 The VEE must ensure that students have access to a broad range of diagnostic and therapeutic facilities, including but not limited to clinical skills laboratory, diagnostic imaging, clinical pathology, anaesthesia, surgeries and treatment facilities, intensive/critical care, ambulatory services, pharmacy and necropsy facilities. Procedures and facilities should also be available for soft skills training, e.g. communication skills training through role-play.

4.5.1 Description of how all students can have access to all relevant facilities

Clinical Skills Laboratories
The Clinical Skills Centre (CSC) comprises two large teaching spaces which provide students with access to a range of mannequins, simulators and virtual reality devices to enable them to practice skills, including suturing, anaesthesia, and cardiopulmonary resuscitation (CPR). Resources include a colic simulation model, equine vascular access simulator and a ‘blacksmith buddy’ for farriery practice. The space has also been adapted to include a quiet study space to assist learners who may struggle in a noisy space.

Students attend a range of timetabled classes and can access the CSC on a drop-in basis to consolidate their learning through individual practice. The VEE’s VLE includes skills sheets, videos and infographics that students can use alongside the CSC equipment. A trained team of six is on hand to support students with a range of learning needs and are trained in mental health first aid, to help students experiencing stress.

Diagnostic Imaging
As part of student rotations in the QMHA, the students spend one week in radiology learning about positioning and reading radiographs, generating and interpreting ultrasound imaging and gaining some understanding of the generation and interpretation of more advanced imaging, such as cineradiography, CT and MRI.

Clinical Pathology
A comprehensive on-site clinical and anatomic pathology service supports all clinical activities, providing haematology, biochemistry, urinalysis, microbiology, cytology, anatomic pathology (including biopsy and necropsy examination) and Farm Animal Pathology and Diagnostics (FAPD) services. Laboratory facilities include up to date biochemistry, haematology and MALDI-TOF analysers. In addition, the QMHA and BSAH have in-house laboratory facilities that allow students to perform cytological preparations and examinations of samples acquired during clinics. These include blood smears, dermatological scrapes, fluid cytology, fine needle aspirate samples and bone marrow aspirates.

Students on the pathology rotation spend one week within clinical pathology and have access to individual microscopes, with a selection of haematology and cytology cases to study, which are reviewed on a 10-headed state-of-the-art microscope, also connected to large screen TV. Students in the earlier years of the course have access to a practical classroom equipped with approximately sixty individual microscopes to examine clinical necropsy specimens. The CSC also provides facilities for basic clinical pathology procedures (refractometers, centrifuges, consumables and mannequins to simulate fine needle aspiration, staining solutions and microscopes).

Anaesthesia and Surgery
Students on the anaesthesia rotation manage patients from pre-medication through induction and maintenance of anaesthesia to management of their recovery. Students are involved in the planning, delivery and monitoring of patients under anaesthesia and so have full access to anaesthesia induction rooms and operating theatres. Students on surgical rotations similarly have full access to facilities relating to surgery patients, including surgery wards, anaesthesia induction rooms, and operating theatres. Students in all hospital rotations are also fully involved in the care of hospitalised animals and have full access to all treatment facilities, except where access is restricted for safety reasons, such as with potential zoonotic cases.

Intensive Care
There are intensive care units in each referral teaching hospitals, staffed twenty four hours a day. These operate as open-ICU units whereby patients from any service can be managed in accordance with their clinical needs. Students from all services have access to their patients in the ICU and in addition, students on the Critical Care rotation in the QMHA also are based in the ICU and are fully involved in the provision of care to ICU patients.

Ambulatory Services
See Standard 4.7 for details of production animal ambulatory services.

RVC Equine offers first opinion ambulatory services to local horse owners, as well as those in adjoining counties. Visit patterns include yard visits, at which multiple animals are seen on a single call as well as visits to specific individual horses. RVC Equine is an 8.2 FTE veterinarian practice, and provides the capacity needed for its inclusion as a core rotation for all the students.

Each veterinarian in the ambulatory practice has a fully equipped vehicle which is a modified four-wheel drive pickup truck. These vehicles contain all the equipment, drugs and consumables needed for routine and advanced ambulatory primary care practice. The vehicles are fitted with monitored, temperature-controlled storage facilities, water dispensers/hand washing facilities, internal and external lighting and a secured locked controlled drugs storage. Vehicles are also fitted with tracking devices. They are twin cab vehicles enabling sufficient room for students. All entry points to the vehicles are fully secured with automated central locking systems. Vehicles are regularly serviced and exchanged on a rotating basis to guarantee the highest functional status.

Pharmacy
Students are involved in writing prescriptions for hospitalised patients, writing treatment orders and

administering medication to patients. While they interact with hospital dispensaries, they do not have direct access to dispensaries as these are restricted facilities.

Necropsy
The Necropsy Hall is a state-of-the-art purpose-built facility that has a large, naturally lit, biosecure space to allow multiple CA and farm production animal (FPA) necropsies to take place simultaneously. The diagnostic laboratories accept necropsies both from its own hospitals (QMHA and RVC Equine), and widely from external practices around the UK, including CA species, production animals as an Animal and Plant Health Agency (APHA) surveillance centre, and zoo and wildlife species. The entrance hall to the facility allows transport of animal carcasses up to 1.5 tonnes onto specialised adjustable stainless steel dissection tables. Carcasses are stored in custom, large capacity walk-in fridges and freezers. The necropsy hall is equipped with high quality imaging and audio-visual equipment to enhance learning, including single-lens reflex (SLR) cameras, internet-connected mobile devices and an 86" flat screen television and sound system.

Students predominantly attend the necropsy hall through their clinical intramural rotations in gross pathology, where they learn how to perform a necropsy, including dissection techniques, describing and interpreting findings, and sampling for diagnoses.

Professional Skills
Development of professional skills (soft skills) occurs in the Principles of Veterinary Practice strand, which runs through the entire BVetMed curriculum, taking a blended learning pedagogical approach. Students access online work through the VEE's VLE in well-equipped computer rooms at Camden and Hawkshead campuses (see Standard 4.2) or via their own devices. This is timetabled, although students can choose to complete the work at alternative times prior to each in-person session, increasing accessibility, flexibility, and encouraging self-directed learning. Students attend timetabled in-person sessions in dedicated Directed Learning spaces on both campuses to complete assigned group work facilitated by trained faculty members.

Standard 4.6 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 the prevention of the spread of infectious agents, animal care and student training. They must be adapted to all animal species commonly handled in the VTH. When permanent isolation facilities are not available in any of the facilities used for clinical training, the ability to provide such facilities and the procedures to use them appropriately in an emergency must be demonstrated during the visitation.

4.6.1 Description (number, size, species, ...) of the premises for housing isolated animals and how these premises guarantee isolation and containment of infectious patients

The VEE maintains dedicated, species-specific, isolation facilities in each of its clinical centres. These are operated and managed under strict biosecurity guidelines and protocols, in accordance with the VEE's Infection Control and Biosecurity Committee requirements.

All protocols are reviewed and approved by each Centre's Clinical Governance and Hospital Management Committees, who also monitor infection morbidities, review biosecurity reports and update Standard Operating Procedures where necessary. Protocols relating to biosecurity in the isolation facilities are displayed at relevant places in the facilities; they are also available to staff and students online accessed via the intranet.

Description of Facilities at each hospital
The QMHA isolation facility has two walk-in dog kennels and a bank of kennels of various sizes. The facilities accommodate patients based on disease type. The Infection Prevention and Control Team manage kennel allocation, following isolation protocols. This means that, at times, the hospital may only be able to house one isolation patient.

The BSAH isolation facility has separate dog, cat and exotics wards. The cat ward consists of a bank of kennels of various sizes. The dog ward consists of one walk-in kennel and a bank of flexible kennels whose size can be adjusted with the use of dividers. The room also has a tub sink and a

wet room.

The ERH isolation facility houses two large stables of block construction within a steel framed barn. Each stable has a separate entrance, dedicated equipment, there is a treatment area with sink and storage, and a changing space. The unit is equipped with feed and bedding storage, an integrated washing machine and dryer. An enclosed external holding area serves for disposal of equine-contaminated waste.

Student involvement in cases requiring isolation
Where a student is involved with a case that requires isolation nursing, they are re-briefed on the particular hospital's isolation protocols; always wear appropriate PPE and are accompanied by the supporting clinician and/or nurse.

Facility maintenance regimen and ventilation
The QMHA isolation facility is equipped with an air handling unit that delivers 100% fresh air and ensures that no air is recirculated. The room is balanced under negative pressure with a magnehelic differential pressure gauge. The isolation facility at the BSAH is served by an extraction ventilation system that vents outside and is also maintained at negative pressure. Both systems undergo routine maintenance checks to ensure correct operation and cleanliness of the supply air filters. There is no mechanical ventilation in the ERH isolation facility as the stables are largely open to the atmosphere.

Standard 4.7 The VEE must have an ambulatory clinic for production animals or equivalent facilities so that students can practise field veterinary medicine and Herd Health Management under the supervision of teaching staff.

4.7.1 How and by whom field veterinary medicine and Herd Health Management are taught to all students

Pre-clinical and early clinical farm animal teaching in a range of species (including cattle, sheep, poultry and pigs) is conducted at the VEE's Boltons Park Farm.

As students proceed towards their clinical rotations, the VEE works with a range of contracted external partners, as set out in the external rotations list to provide both individual and herd/flock health training in production animal medicine. This teaching involves all major UK production animal species and related veterinary public health training.

The core farm animal rotation teaching is delivered using a range of farms serviced by the major farm animal partner, Synergy Farm Health based in Dorset. The practice has a large client base e.g. approximately 250 dairy farms with a total of about 70,000 adult cattle available for dairy teaching although practically this is mostly conducted on 15 dairy farms, which are set up for teaching and provides a resource of about 5,500 adult cattle plus youngstock, with herd sizes ranging from 150-1,200 adults. This is similar for the core sheep, beef, pig and poultry teaching.

Core teaching is conducted using an established timetable across four weeks as opposed to students spending time in less predictable ambulatory visits. The core farm animal rotation teaching curriculum has been developed to ensure all students receive training and competency in the farm animal practice Day One Competences. Farm visits replicate ambulatory visits with the knowledge that the scenarios taught consistently cover specific learning objectives (including farm emergencies), both at the individual and herd level, relevant to production animal practice. Details on the range of animal resources and the extensive associated clinical activity provided during the CCT are listed in https://rvc.uk.com/clinical-resources-for-production-med-training. The production animal elective rotations are conducted with a number of further dedicated farm practices and provide a greater depth of experience, extending beyond Day One Competences, for students wishing to specialise in production animal practice. These include opportunities to experience ambulatory practice tailored more closely to individual student interests.

4.7.2 Description of the vehicles and equipment used for the ambulatory clinic

The rotation providers possess extensive relevant and state-of-the-art equipment applicable to farm animal practice and this is made available to students as appropriate depending on the visits

conducted. Vehicles and equipment vary depending on the rotations attended. For all farm rotation training, students are provided with an allowance to enable them to fund their own travel to the practice sites and farms as required. Additionally, there are five VEE owned vehicles to assist (provided all licence requirements are met) where students do not have their own available.

Standard 4.8 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 animal welfare, and to prevent the spread of infectious agents.

4.8.1 Brief description (number, size, equipment, ...) of the vehicles used for transportation of students (e.g. to extra-mural facilities), live animals and cadavers/organs

Transport of students and live animals
When travelling between or from animal or clinical centres, all students and staff carry out appropriate standardised biosecurity measures in keeping with national standards. Live animals transported between campuses are taken by a member of the farm or BSU team using a VEE vehicle with a livestock box thus avoiding any stress on loading/unloading and appropriate conditions for the actual transporting. To ensure that transport for animals sent away for sale or slaughter is completed in line with regulations, only licenced hauliers (with a transporter's authorisation number) are used. To reduce the risk of disease, the farm team also instruct hauliers to arrive clean and without any animals already on board.

Transport of cadavers and materials from animal origin
CA cadavers (cats, dogs, horses, etc.) used for the Pathology intramural rotation teaching are clinical diagnostic cases from either the VEE's internal hospitals or are referred to the necropsy and diagnostic laboratories from external commercial veterinary practices. A proportion of these cases will be forensic cases referred by the Royal Society for the Prevention of Cruelty to Animals (RSPCA) or the Police.

Production animal cadavers are also clinical diagnostic cases from either Boltons Park Farm or through the Animal and Plant Health Agency (APHA) Surveillance Centre scheme from farms within the VEE's catchment area. Animal cadavers referred from external practices are transported to the necropsy room at the Hawkshead Campus via a range of licenced commercial couriers. On receipt, cadavers are stored securely within the VEE's necropsy room: either refrigerated at 4ºC or, where practicable, frozen at -20ºC in lockable walk-in facilities. Following diagnostic necropsy examination, within which the intramural rotation students participate, the dissected cadavers are stored refrigerated until they are collected on a weekly basis by a commercial licenced disposal company for cremation. Cadavers are cremated off-site at a licenced commercial facility with which the VEE has a contract, either communally or individually, following the wishes of the owner.

Intramural rotation students also perform directed dissections on young piglets, chickens, foxes and rabbits. All cadavers are stored securely as above either chilled or frozen and then disposed through the same commercial licenced disposal company for cremation as above.

Cadavers used for dissection teaching classes at the Camden Campus are sourced from a range of providers approved by the VEE's Clinical Research Ethical Review Board. They include commercial abattoirs and Boltons Park Farm. A variety of forms of specimen are used for teaching. Some are embalmed, others fresh. The embalmed specimens are stored in tanks of preservative or sealed bags prior to use and then washed for 24 to 48 hours before entering the Dissection Room. Fresh material is stored in a locked freezer before defrosting prior to use. All organic materials are collected and disposed of by a licenced commercial provider (Novus Environmental).

Standard 4.9 Operational policies and procedures (including biosecurity, good laboratory practice and good clinical practice) must be taught and posted (in different languages if the curriculum is taught in them) for students, staff and visitors and a biosecurity manual must be developed and made easily available for all relevant persons. The VEE must demonstrate a clear commitment for the delivery and the implementation of biosecurity, e.g. by a specific

committee structure. The VEE must have a system of QA to monitor and assure clinical, laboratory and farm services, including regular monitoring of the feedback from students, staff and clients.

4.9.1 Description of how (procedures) and by whom (description of the committee structure) changes in facilities, equipment, biosecurity procedures (health & safety management for people and animals, including waste management) good laboratory practices and good clinical practices are decided, communicated to staff, students, stakeholders (and, if appropriate, to the public), implemented, assessed and revised

Operational policies and procedures
As noted in 4.1.3. policies relating to safety are agreed at the termly meetings of the VEE's Safety Committee, with minutes of each meeting subsequently noted at the College Executive Committee and the VEE's Council. Policies drafted by the Corporate Health and Safety Team are created in consultation with relevant stakeholders within the Safety Committee and its subcommittees.

Following discussion and approval of policies at the Safety Committee, those policies are then reviewed on a regular basis depending on review period and any amendments are returned to the Safety Committee for ratification. Policies agreed by the Safety Committee are posted on the Health and Safety pages of the VEE's intranet, where induction processes and training for new employees are also posted. The following sub-committees and groups report to Safety Committee:

- Infection Control and Biosecurity Group
- Radiation and Chemical Safety Group
- Animal Handling and Clinical Activities Working Group
- Infrastructure Safety Group
- Genetically Modified Organisms Safety Committee

Biosecurity
Biosecurity changing facilities are available at Boltons Park Farm and the Necropsy Hall and the FPA clinical changing rooms on the Hawkshead Campus.
At Boltons Park Farm, students enter through the visitors' entrance and use the Biosecurity changing facilities before entering the farm premises. They do the same in reverse when leaving the farm. The map (Appendix 4.9) shows the details of this. At different points throughout the BVetMed programme, students are expected to complete health and safety inductions to prepare them for the different teaching environments they will experience. These include inductions covering health and safety, working in dissection rooms, teaching labs, the necropsy room and working in outdoor spaces with live animals. Students on rotations also need to read and confirm they understand the Health and Safety Requirements on Rotations document prior to beginning their rotations schedule. The inductions and required reading can be completed at any time online before the first practical lesson via the VEE's VLE.

Waste Management
Waste is managed within the appropriate statutory regimes, with clinical waste treated according to European Waste Catalogue codes. See (https://rvc.uk.com/waste-classification-by-type) and (https://rvc.uk.com/waste-management-by-type) for details.

Quality Assurance for Laboratory Services
The VEE's Diagnostic Labs adhere to independently assessed, accredited quality assurance schemes to cover each sub-service (biochemistry, endocrinology, haematology, histology, microbiology and parasitology). Test reports are compiled by the relevant laboratory and signed off by the senior manager in each lab before submission. Results are monitored by the laboratory managers and the senior clinical pathologist (QA lead), and any recommendations or updates are implemented within twenty eight days. Frequency of testing varies, from once a year to twice per month, depending on the agency providing oversight and the equipment being tested.

Quality Assurance for Clinical Services
Quality assurance processes are also in place to collect feedback from staff and clients who work in clinical facilities, hospitals and laboratories. Hospital clients are sent short customer experience

surveys and are provided with the means to provide more extensive feedback. The feedback policies are listed on the VEE's websites for clients and are processed by each hospital's management structure. Within the hospitals there are clinical quality assurance processes by way of each site feeding into a clinical governance group. This group has oversight over policies, processes, standard operating procedures, and patient safety. They work within each site structure to assist with auditing, and regular updating and implementing new process or policy where required.

Feedback from students, staff and clients

Students who are on rotations are asked to provide feedback on their experience of their preparation, the teaching received, and opportunities provided for skills development. Surveys are sent to students on the last Friday of each rotation and remain open for ten days. There is also an opportunity for students to submit open comments. All survey results are sent to the Rotation Leaders, the Rotations Director, the BVetMed Course Director and the Chair of Teaching Quality Committee roughly once a month. Feedback from staff is provided through the process of Annual Quality Improvement Reviews, which are compiled and curated by strand, year leaders and finally the programme director. Feedback from clients is through a range of client surveys tailored to each of the clinical centres.

Good Research Practice

The VEE adheres to the principles of good research practice within both its teaching and research environments. Students undergo a course of tutored practical instruction in a teaching environment, which introduces them to laboratory best practices. As part of their studies many will undertake practical research projects within its research environment, which builds on these skills. Good Research Practice (GRP) is conducted across all research facilities within the VEE as outlined by the Good Research Practice policy (https://rvc.uk.com/good-research-practice-policy). Management is responsible for ensuring qualified personnel, appropriate facilities, and valid procedures are in place for research projects. Risk assessments and project plans receive approvals either by members of faculty or qualified support staff. Heads of Department are responsible for overseeing adherence to GRP within their areas, control project work, obtain approvals, and review project records. When starting a new role within the VEE, staff, students and visitors undergo a series of inductions. During this process, the individual is provided with a copy of the most recent GRP policy and induction document as well as links to internal online training courses that must be completed. This general induction is followed by a local induction to their area of operation and includes a short introduction to GRP in the lab they are working in. Additional training is provided on specialised equipment by experienced support staff.

In addition to the above, the Biological Services Unit (BSU) incorporates facilities that are accredited by the Medicine and Health Regulatory Agency for conducting pre-clinical safety studies in accordance with OECD Good Laboratory Practice (GLP) guidelines. The BSU plays a vital role in supporting research and teaching. It provides state-of-the-art facilities for animal care, housing, and experimental work. The management of animal studies within the BSU is guided by GLP principles, which help to ensures rigorous planning, execution, monitoring, and reporting of non-clinical laboratory studies. The location of the BSUs can be seen on the maps for the Camden and Hawkshead campuses, see Appendix 4.0.

Comments on Area 4/ Suggestions for improvement in Area 4:

The VEE will be making improvements to the isolation facilities at the BSAH during 2025.

Area 5. Animal resources and teaching material of animal origin

Standard 5.1 The number and variety of healthy and diseased animals, first opinion and referral cases, cadavers, and material of animal origin must be adequate for providing the practical and safe hands-on training in all relevant areas and adapted to the number of students enrolled. Evidence must be provided that these data are regularly recorded and that procedures are in place for correcting any deficiencies.

5.1.1 Description of the global strategy of the VEE about the use of animals and material of animal origin for the acquisition by each student of Day One Competences

Animal resources and teaching material of animal origin are provided predominantly through VEE owned and operated facilities supplemented by a range of carefully managed external partnerships. The clinical portfolio comprises both first opinion and referral sites offering a broad range of specialist disciplines with diverse clinical caseload being central to the VEE's ability to fulfil its educational mission. Partnerships with external clinical providers are utilised to extend the breadth and volume of case material, animal populations and experiences that students can access, as outlined in the external rotations list https://rvc.uk.com/external-rotations. The clinical caseload builds on contact with healthy animals for animal husbandry and practical animal handling experience delivered in the early years of the programme predominantly using VEE owned animals. Material for dissection, necropsy and post-mortem teaching is similarly underpinned by the service offering to the clinical sites and external customers supplemented by a network of suppliers as approved by the Clinical Research Ethical Review Board (CRERB) and external partnerships, as detailed in https://rvc.uk.com/external-rotations. Together this strategic approach of high-quality internal provision, in sites owned and operated by the VEE, supplemented by strategically chosen and carefully reviewed external providers, delivers a robust and varied volume of healthy and diseased animals and material of animal origin to support its students in acquiring the Day One Competences.

5.1.2 Description of the specific strategy of the VEE ensuring that each student receives the relevant Core Clinical Training (CCT) before graduation

The Clinical Strategy 2024-2029 focusses on delivering high quality, continuously improving care as part of an efficient and effective operating model. The goal is to support the undergraduate educational mission along with postgraduate clinical career paths (intern and residency training) and the VEE's reputation for clinical innovation and clinic-based research. The services (first opinion, emergency and referral) are accessed by animal owners either directly (first opinion and emergency) or following referral. As such, the cases are representative of both individual patients and animal populations seen across the country and provide excellent learning material to deliver Core Clinical Training (CCT) and develop Day One Competences. The Clinical Operations Group (COG) regularly reviews caseload data including the balance between clinical disciplines in the referral hospitals and the balance between consultations and hospitalisation for the first opinion sites to ensure caseload provision continues to grow, meets the needs of students and is reflective of the clinical environment the graduating students will enter. Recognising the importance of teaching in a first opinion (general practice) context, the VEE continues to develop the first opinion sites ensuring they have a clear service offering for the general public that complements their teaching goals. This is supplemented by mutually beneficial partnerships with third party organisations in complementary areas such as Shelter Medicine, Farm Animal Practices and Veterinary Public Health. These partnerships allow the VEE to provide a strong and resilient caseload for CCT teaching (both individual animal and population) in species where on-site provision is challenging due to geographical location. For example, the core production animal teaching utilises an external partner in a farm dense area of the UK with specialist farm practices that would not be possible in the immediate location of the VEE's campus.

5.1.3 Procedures developed to ensure the welfare of animals used for educational and research activities

To ensure the welfare of the animals used for educational purposes, the CRERB oversees the use of healthy animals in teaching at both the Camden and Hawkshead campuses. The healthy animals used include the VEE's owned teaching ponies, blood donor horses, animals kept at Boltons Park Farm (cows, sheep, pigs, chickens) and staff/student owned dogs. The CRERB guidance outlines the uses of each species of animal in each teaching session, including the procedures that are in place to ensure that no individual animal is overused, and that staff are

trained to recognise signs of stress such that animals are replaced if required. The CRERB also oversees clinical research projects that are undertaken under the Veterinary Surgeons Act (1966) with research carried out under the Animal (Scientific Procedures) Act (1986) being overseen by the Animal Welfare Ethic Review Board (AWERB). This guidance is reviewed on an annual basis. The welfare of clinical patients across all the VEE's sites rests with the veterinary surgeons directly responsible for these animals. All veterinary surgeons are registered with the RCVS and have a duty to protect the welfare of animals under their care. Recognising that in complex clinical cases (particularly those undergoing intensive treatment), judgements around welfare can be nuanced, the referral hospitals have additional policies to support discussions and open conversations around the welfare of the sickest patients, refer to the QMHA Patient Welfare Toolkit (https://rvc.uk.com/qmha-animal-welfare-toolkit).

5.1.4 Description of how the cadavers and material of animal origin for training in anatomy and pathology are obtained, stored and destroyed

Cadavers and material of animal origin are utilised in various parts of the course and are obtained from several sources all of which are approved by the CRERB. Cadaver material for teaching classes is sourced from CRERB approved sources such as commercial abattoirs that supply category 2 or 3 animal by- products and whole farm animal cadavers from the VEE's Boltons Park Farm, detailed in https://rvc.uk.com/approved-cadaver-suppliers. The VEE also has an Educational Memorial Programme where clients whose patients have died under treatment can opt to donate the animal's body for use in teaching. The Educational Memorial Programme is enabling the VEE to move away from sourcing preserved dog cadavers from commercial providers. Fresh and embalmed (both purchased and embalmed in-house) specimens are used for student dissection. The embalmed specimens are stored in tanks of preservative or sealed bags prior to use and then washed for twenty four to forty eight hours before entering the Dissection Room. Fresh material is stored in a locked freezer before defrosting prior to use. All organic materials are collected and disposed of by a licenced commercial provider.

Table 5.1.1. Cadavers and material of animal origin used in practical anatomical training

Species		2023/24	2022/23	2021/22	Mean
Cattle	Whole	1	1	1	1
	Isolated parts	207	207	207	207
Whole Small ruminants	Whole	2	2	2	2
	Isolated parts	172	172	172	172
Pigs	Whole (foetal piglets)	100	100	100	100
	Isolated parts	82	82	82	82
Companion animals	Whole	100	100	100	100
	Isolated parts	2	2	2	2
Equine	Whole	1	1	1	1
	Isolated parts	254	254	254	254
Poultry & rabbits	Whole	412	412	412	412
	Isolated parts	0	0	0	0
Aquatic animals (commercial rainbow trout)	Whole	90	90	90	90
	Isolated parts	0	0	0	0
Exotic pets (Reptiles and Chelonians for voluntary Anatomy Club)	Whole	10	20	20	16.7
	Isolated parts	0	0	0	0
Others (Rats, foxes)	Whole	120	120	0	80
	Isolated parts	0	0	0	0

Numbers represent newly acquired specimens, and do not reflect ongoing repeated use of preserved specimens and models

The plastination facility provides a permanent specimen resource, allowing the specimen collection to be housed and utilised beyond the dissection room. The facility processes historic preserved specimens, as well as newly prepared specimens arising from the sources described above

including the VEE's Educational Memorial Programme. Plastinated specimens are digitised through 3D laser surface scanning, and 3D digital models of specimens are available to staff and students through the Online Camden Anatomy Museum, within the VEE's VLE.

Necropsy teaching on production animals is provided in a variety of ways. Each intramural rotation student performs a directed dissection on a piglet and chicken cadaver; these are sourced as rejections by local abattoirs/processors and would otherwise be waste. To further strengthen the production animal necropsy teaching, students on core farm rotations also undertake fortnightly cow necropsies at a local fallen stock centre in addition to the rotation experiences of cadaver inspections during abattoir visits. Wild rabbit necropsies were introduced in 2022 supplemented with pre-recorded and directed learning sessions covering the approach to a rabbit necropsy and their key diseases. Cadavers were sourced from local pest control operators around the VEE's site. From February 2025 all students will have undertaken a rabbit necropsy on cadavers previously used for minor surgical teaching improving the resilience of the cadaver acquisition. Learning outcomes will continue to be supplemented through a directed learning session covering the approach to a rabbit necropsy and the key diseases, with particular reference to food systems. All cadavers are stored securely as above either chilled or frozen and then disposed of through the same commercial licenced disposal company for cremation as above.

5.1.5 Description of how (procedures) and by whom (description of the committee structure) the number and variety of animals and material of animal origin for pre-clinical and clinical training, and the clinical services provided by the VEE are decided, communicated to staff, students and stakeholders, implemented, assessed and revised

Decisions regarding the educational experience and any changing need for animals and material of animal origin is made by the Undergraduate Medicine Course Management Committee (CMC). The structure of rotations including the balance between species, focus of the clinical experience and procedures undertaken by students and taught by staff are proposed by rotation leaders and the Director of Rotations. They take into account evolving strategic goals and student feedback. Proposals approved by the CMC are then considered by the Learning Teaching and Assessment Committee before implementation. Changes to rotations are communicated to students by the Director of Rotations and rotation leaders who then implement such changes with the teaching team.

Table 5.1.2. Healthy live animals used for pre-clinical training (animal handling, physiology, physiology, animal production, propaedeutics, ...)

Species	2023/24	2022/23	2021/22	Mean
Cattle	169*	160**	174***	168
Small ruminants	600	580	470	550
Pigs	26	12	8	15
Companion animals	49	49	49	49
Equine	7	9	10	9
Poultry & rabbits	117	79	52	83
Exotic pets	80	80	80	80
Others (City farm visit – mixed species, sheep, cattle, goat, pig, poultry)	300+	300+	300+	300

*50% of total cattle numbers are youngstock; **47% of total cattle numbers are youngstock; ***42% of total cattle numbers are youngstock.

Table 5.1.3. Number of patients seen intramurally (in the VTH)

Species	2023/24	2022/23	2021/22	Mean
Cattle **	0	0	0	0.0
Small ruminants **	10	8	6	8.0
Pigs **	0	0	0	0.0
Companion animals	21,820	25,217	25,801	24,279.5
Equine	1,057	1,305	1,434	1,265.2

Poultry*** & rabbits***	0	0	0	0
Exotic pets	2,479	3,236	3,773	3,162.5
Others (Zoo)	1	0	0	0.3

** These patient numbers reflect only those seen intramurally at the VTH; the production animal patients are seen on farm rather than within the onsite hospital facilities in order to allow both individual and population medicine to be taught in a commercial setting that is representative of what the students will experience when they enter practice
*** Backyard poultry and pet rabbits are hospitalised and are included within the Exotic pets line.

Table 5.1.4. Number of patients seen extramurally (in the ambulatory clinics)

Species	2023/24	2022/23	2021/22	Mean
Cattle	9,172	7,615	7,564	8,117.0
Small ruminants	1,916	1,929	1,924	1,923.0
Pigs	115	90	104	103.0
Companion animals	27,480	29,435	29,472	28,795.7
Equine	10,892	11,801	11,554	11,415.8
Poultry & rabbits	289	297	288	291.3
Exotic pets	1,632	2,223	2,191	2,015.3
Others (specify)	0	0	0	0.0

Table 5.1.5. Percentage (%) of first opinion patients used for clinical training (both in VTH and ambulatory clinics, i.e. Tables 5.1.3 & 5.1.4)

Species	2023/24	2022/23	2021/22	Mean
Cattle	100.0%	100.0%	100.0%	100.0%
Small ruminants	99.5%	99.6%	99.5%	99.5%
Pigs	100.0%	100.0%	100.0%	100.0%
Companion animals	71.1%	71.7%	72.8%	71.9%
Equine	91.2%	90.0%	89.0%	90.1%
Poultry & rabbits	100.0%	100.0%	100.0%	100.0%
Exotic pets	93.1%	93.0%	79.3%	88.5%
Others (specify)	0.0%	0.0%	0.0%	0.0%

Table 5.1.6. Cadavers used in necropsy*

Species	2023/24	2022/23	2021/22	Mean
Cattle	342	294	294	310.0
Small ruminants	993	997	996	995.3
Pigs	311	304	306	307.0
Companion animals	364	349	314	342.3
Equine	58	80	39	59.0
Poultry & rabbits	330	315	309	318.0
Aquatic animals	0	1	0	0.3
Exotic pets	47	60	52	53.0
Others (South American Camelids, Deer, Bison, Forest Buffalo, Rabbit (farm))	23	22	16	20.3

*This table does not include individual organ material, collected from the two abattoir partners, which is used for post-mortem inspection practical for the VPHPATH class. Sheep, pig and cow lungs, livers and kidneys are always collected in numbers sufficient for all students undertaking this compulsory practical. On occasion, limbs and reproductive organs of interest are also collected. There is not a standard number collected as the organs are collected at each abattoir visitation from the meat inspectors on the line, as such there is a degree of variability. However, it is always guaranteed there will be sufficient healthy and pathological

organ content to ensure all students can sufficiently undertake the post-mortem examination practical.

Table 5.1.7. Number of visits in herds/flocks/units for training in Animal Production and Herd Health Management

Species	2023/24	2022/23	2021/22	Mean
Cattle	694	703	868	755.0
Small ruminants	297	271	311	293.1
Pigs	25	23	37	28.2
Poultry	48	48	48	48.0
Rabbits	0	0	0	0.0
Aquatic animals	0	0	0	0.0
Others (specify)	0	0	0	0.0

Table 5.1.8. Number of visits in slaughterhouses and related premises for training in VPH (including FSQ) ***

Species	2023/24	2022/23	2021/22	Mean
Ruminant slaughterhouses *	72	68	24	54.70
Pig slaughterhouses *	0*	4	24	9.30
Poultry slaughterhouses	2	2	2	2.00
Related premises **	2	2	0	1.30
Others (Virtual abattoir multispecies – deer, chicken, sheep, cattle, pig)	24	24	24	24.00

*The abattoirs used for the core rotation teaching are multispecies; pigs are processed daily at one of the sites visited (Humphries) but it is not a specific porcine abattoir. As it is a halal abattoir, pigs are processed at the end of the day to ensure cross contamination of the processing line does not occur. These visits have been placed under ruminants as all students see ruminant slaughter (cow and sheep).
** *Premises for the production, processing, distribution or consumption of food of animal origin* - Boltons Park Farm dairy processing and milk pasteurisation for selling
***This table has been completed to reflect the number of visitations RVC run per academic year. Each student visits two multispecies abattoirs for two whole days.

Standard 5.2 In addition to the training provided in the VEE, experience can include practical training at external sites, provided this training is organised under the supervision of teaching staff and follows the same standards as those applied in the VEE.

5.2.1 Description of the organisation and management of the external sites (teaching farms, ...) and the involvement of students in their running (e.g. births, milking, feeding, ...)

The VEE works with several external partners in order to provide additional volume and breadth of clinical resources for its students. Core Clinical Rotations co-delivered with external partners are:

- Farm Animal Practice – four weeks
- Accessible Care and Primary Care at Blue Cross (CAs) – one week
- Primary Care Shelter Medicine – two weeks

Core rotations at external sites are designed to ensure consistent exposure to a relevant caseload and involve practical hands-on training. For Farm Animal Practice, this includes production animal fertility visits and routine procedures such as disbudding. Document 5.2a https://rvc.uk.com/clinical-resources-for-production-med-training provides details of the clinical resource provided at the production animal core and elective rotation. For primary care (including Shelter), this provides the opportunity to undertake consultations and perform neutering and dental procedures.

Animal resources for veterinary public health teaching are provided through visits for all students to two multi-species abattoirs as part of the core rotation block. A full day is spent at each of the two abattoirs allowing exposure to bovine, ovine and porcine processing. This is supplemented by the

use of freshly obtained organ material from the abattoirs allowing students to undertake post-mortem meat inspection.

The core external rotations are supplemented by a large number of elective (tracking) rotations, allowing students to gain hands-on experience in an area of their choice; both reinforcing acquisition of core Day One Competences as well as developing more advanced skills in their areas of interest. Learning outcomes for these rotations can be accessed by students on the VLE.

Elective (tracking) rotations offered to students and delivered with external partners or wholly owned subsidiaries include:

- Acorn House Veterinary Practice (Small Animal primary care) – two weeks
- Coach House vets (Equine and Small Animal practice) – two weeks
- Bell Equine – Equine ambulatory and hospital practice – two weeks
- Buckingham Equine Vets – Equine ambulatory practice – two weeks
- Torch Farm Vets – mixed beef cattle and sheep practice – two weeks
- Hammonds Farm and Equine Vets – mixed farm animal practice – two weeks
- British Quality Pigs – two weeks
- Crowshall Veterinary Services – Poultry focused practice – two weeks
- Mixed Farm Practice (Wales) – two weeks
- Veterinary Public Health (Wales) – two weeks
- Woodgreen Pets Charity - Shelter Medicine – one week
- Zoological Society London – two weeks
- Howletts (The Aspinall Foundation) – two weeks

The delivery of teaching and contractual arrangements with external partners is managed by the Clinical Teaching and External Partnerships (CTEP) sub-group who report to the CMC. The CMC in turn oversees all internal and external teaching and considers and approves proposals for delivery of external clinical experience. It ensures the external partners have clarity on the clinical resources they are required to provide, and that this augments the internal provision. Each external rotation has an internal co-lead for the rotation to ensure internal processes are followed and that the teaching is aligned with the education strategy of the VEE. In many instances, particularly core Shelter Medicine and Farm Animal Practice rotations, internal staff are embedded in the premises of external sites to lead the teaching. This information is summarised along with the contractual relationship in the following links: https://rvc.uk.com/external-rotations-list-and-key-information and https://rvc.uk.com/exemplar-rotations-agreement.

Regarding teaching staff, external partners provide a co-rotation lead; these individuals undertake an induction including details regarding teaching expectations, the VEE's assessment policies and marking criteria; in addition, all are offered training via the VEE's bespoke Postgraduate Certificate in Veterinary Education (see Standard 9) with this being compulsory for those delivering CCT. All are also invited to teaching workshops and teaching and assessment INSET days. The structure, learning objectives, assessment and practical opportunities provided at external sites are developed and agreed through discussion of both the VEE and the lead from the external partner. These are reviewed and approved by the CMC and thereafter follow the VEE's Annual Quality Improvement Reporting process where both the VEE and the external collaborator produce and submit a formal rotation review at least annually, this in turn is then considered by CMC. Student feedback is collected and reviewed in the same way as internal rotations through inclusion in the rotation review process.

Standard 5.3 The VTH must provide nursing care skills and instruction in nursing procedures. Under all situations students must be active participants in the clinical workup of patients, including problem-oriented diagnostic approach together with diagnostic decision-making.

5.3.1 Description of how and by whom the nursing care skills are implemented and taught to undergraduate students

High quality nursing care is an essential part of the clinical care delivered at the VTH (referral and CA primary practice). The clinical teams include over 150 qualified veterinary nurses, all of whom have undergone a rigorous training programme and are registered as professionals with the RCVS.

Initial instruction about performing clinical skills is first introduced in the pre-clinical years in the Clinical Skills Centre (CSC). The teaching team of the CSC includes four qualified nurses specially trained as educators (also required to complete the PG Cert Vet Ed or equivalent) and includes Teaching Fellows and Lecturers in Clinical Skills. Skills are revisited during clinical rotations, where students carry out patient care procedures on clinical patients under the supervision of qualified staff (veterinarians and nurses). Before students encounter live animals in Year 1 placements, they receive instruction and are assessed for being able to safely handle animals, including dogs, horses, cows, sheep, rabbits and lizards.

5.3.2 Description of the group size for the different types of clinical training (both intra-murally and extra-murally) to guarantee hands-on training of all students

To optimise the student learning experience, core group rotation sizes (both intramurally and extramurally) remain small, ranging from six to eight students per rotation week. Each student group works with a veterinary team consisting of at least one and up to five senior clinicians (Diplomate or experienced general practitioners). Additionally, vets in postgraduate training programmes and experienced veterinary nurses can facilitate and enhance meaningful and frequent interactions between the clinical teaching staff and each student. Rotation leads design and structure each individual rotation to ensure students are given the opportunity to meet the learning objectives set out for the rotation and ensure the caseload is sufficient to support individual hands-on training. Clinical caseload on both intramural and extramural rotations is closely monitored. Elective rotations can accommodate between one-seven students but generally are smaller than core rotations allowing a bespoke and deeper learning experience (often extending beyond Day One Competences) for students choosing to focus on their area of interest.

5.3.3 Description of the hands-on involvement of students in clinical procedures in the different species

During induction to their clinical rotations, each student is made aware of the expectations for participation in providing nursing care. Students receive ongoing hands-on training under the guidance of highly qualified nursing team and instruction videos of common procedures are also provided via the VEE's VLE ahead of carrying out these skills. Treatment of animals and administration of medications are instructed and supervised by veterinarians or nurses. Students are also assessed in many nursing skills as part of their rotation assessments and must successfully complete seven designated clinical skills as assessed by Direct Observation of Practical Skills (DOPS); this is a requirement for progression. Progress in attaining competency of these skills is tracked and feedback is provided at each attempt until students are deemed competent. In accordance with evidence-based pedagogical research involving development of surgical skills, students are taught basic surgical and suturing skills using models. These skills are taught in Year 3 and are revisited before commencement of rotations where surgery in live animals is encountered. Finally, clinical skills can be reinforced by regular visits to the CSC for both supervised and unsupervised practice sessions.

Along with the nursing skills discussed above, in each rotation (both intramurally and extramurally) students have the opportunity to perform and practice a range of additional clinical procedures as appropriate for the rotation and as required to allow them to develop and demonstrate competency on a number of Day One Competences. Broadly, across both intramural and extramural rotations, students are directly involved in case management including performing the initial consultation, history taking, clinical examination and determining a logical approach to solving the defined clinical problem(s). This approach may include prioritised direct diagnostic testing (for example blood sampling, blood pressure measurement, skin scrapes, obtaining cytological specimens, carrying out initial ultrasonographic scanning and acquiring radiographs).

To further support the development of basic clinical skills, a Primary Care Clinical Skills rotation was recently introduced. This rotation covers all major species areas with students carrying out clinical assessments such as basic physical exams, orthopaedic, ophthalmological and neurological examinations as well as writing prescriptions, making drug calculations, practising injections, vaccinations, and dystocia manipulation practicals. Across all rotations, students are also involved in the full range of professional tasks including client communication, completing

clinical records (including draft surgical reports and discharge notes) and documenting clinical assessments and developing treatment plans. Furthermore, development of Day One Competences can be monitored at the individual student level on Folium when students record reflections on their clinical placements. The detail of the opportunity varies with the rotation; full details on rotational learning objectives can be found on the VEE's Rotation VLE pages for core rotations and electives. Some in depth examples include:

- Anaesthesia: students are involved in preparing and inducing general anaesthesia, monitoring vital signs during anaesthesia, managing the anaesthetic, and managing post-operative care.
- Farm animal practice: students carry out clinical examinations in various farm animal species (e.g., cows, sheep, goats, poultry, pigs) blood sample calves, carry out disbudding, perform castrations, perform fertility exams and are involved in biosecurity measures (see also https://rvc.uk.com/clinical-resources-production-med-training.)
- Primary care: students carry out vaccinations and perform dentistry and neutering under supervision.
- Emergency medicine: students have a primary role in placing intravenous catheters, measuring blood pressure, performing ECG and point of care ultrasound, administering IV fluids and carrying out treatment under supervision.
- Pathology: students perform necropsy examination in various species and interpret pathological findings from both clinical pathology and gross anatomic pathology.

5.3.4 Description of the procedures used to allow all students to spend extended periods in discussion, thinking and reading to deepen their understanding of the clinical case and its management

While rotations are designed to include important hands-on practical components as described above, the value of dedicated time for discussion, reflection and reading is also recognised. This is provided in a variety of ways dependent on the nature of the rotation. In some, students are scheduled to work through materials which are then discussed with staff (for example students are provided with a series of radiographs or cytological specimens and discuss findings during a teaching round). In others, seminars may involve in-depth discussion of specific cases seen on that rotation by the student or on specific topics frequently encountered in practice (e.g., common arrhythmias, common intoxications, approach to seizuring patients, management of intervertebral disc disease). Finally, in some rotations, students work on presentations that require them to review the literature on cases they have seen during the rotation. The focus of the rotations is on tailoring the structure of each rotation to ensure we optimise the clinical resources (caseload, equipment and clinical teaching staff) for student learning while recognising the different learning needs of each individual.

Standard 5.4 Medical records for patients seen intra- and extramurally under Core Clinical Training (CCT) must be comprehensive and maintained in an effective retrieval system to efficiently support the teaching and learning, research, and service programmes of the VEE.

5.4.1 Description of the patient record system, its completion, its availability to staff and students and how it is used to efficiently support the teaching, learning, research, and service programmes of the VEE

The clinical environments in which core clinical training is delivered have electronic record systems applicable to the type of practice (e.g., primary care vs referral hospital). All meet the national professional regulatory requirements as required by the RCVS Code of Conduct. Further, all clinical data is supplied by automated feed to the VetCompass database, a large clinical research database developed and maintained by the VEE that provides a rich and vast dataset of more than 30% of UK veterinary practices (primary care, referral, charity and OOH) with records for 29 million CAs containing over 350 million clinical notes that facilitates both student and Faculty clinical research projects.

In the primary care small animal hospitals, (BSAH and Acorn House Veterinary Practice), staff and students work on two single electronic practice management systems (PMS) that encompass both

practice management (clients, appointment and billing data) and medical records. This models the situation in most UK primary care practices. These systems manage appointments, clinical records, prescriptions and invoices. Students have full access to the systems and are able to read previous entries including the medical history, enter their findings from clinical examinations and the diagnostic work up, and make diagnostic and treatment plans. Students can also compose discharge notes and reports that are reviewed with supervising veterinarians. All clinical data are retrievable.

In the QMHA, one system provides practice management functionality (RxWorks) and a second Clinical Records Information System (CRIS) provides structured, detailed medical records and client communication. This also supports both student involvement with the medical record and hospital operations. CRIS allows logging of clinical incidents (morbidity and mortality) supporting a patient safety culture, manages scheduling of procedures and processes medication prescriptions and provides an in-patient record (kennel sheet functionality). CRIS has automated links both to PMS (allowing seamless transfer of client information to our clinical records system) and VetCompass to facilitate research. Laboratory and pathology reports, diagnostic imaging reports and surgery reports are also accessible on CRIS. Staff and students all have a unique login to enable access to CRIS and there are control measures in place to prevent anyone from altering important clinical information.

The equine referral hospital employs the same medical record systems as used in the QMHA with the addition of an electronic medical treatment system and the equine practice employs the same medical record system as the BSAH.

Students on extramural core rotations (e.g. Shelter practices, farm animal practices) are given access to relevant materials. In the case of Shelter practices, students are given instructions to work on the electronic record systems of the practice. External production animal rotations provide farm specific information/ history relevant to the student visits as this is more appropriate than access to the practice management systems, which in many instances will not contain all history relevant to a visit.

Clinical records are further supported by a Vendor Neutral Archive system, which provides online access for students and staff to all the imaging studies. The laboratory information management system (LIMS) is provided through Matrix Gemini from Autoscribe Informatics. Imaging and laboratory/pathology reports are uploaded into the clinical records system.

Comments on Area 5: The VEE's strength lies in the breadth of teaching material provided though its own facilities including the farm for animal handling and the teaching hospitals, which are cutting edge in terms of the clinical care they deliver. These are supplemented by strong, well-developed external partnerships to provide a greater volume and range of clinical resources for the core production animal and shelter medicine teaching and a large breadth of external partners with specific clinical expertise for elective rotations. This provides the students with both a resilient caseload to deliver training for Day One Competences and the opportunity to explore areas of specific interest.

Suggestions for Improvement Area 5:

The VEE's hospitals provide outstanding innovative clinical care; to maintain this position the VEE continues to invest in their capability with plans to develop a new generation small animal referral hospital and make further investment in its own general practice sites. Whilst the external provision is robust, the VEE continues to foster external relationships with the goal of building further resilience into the opportunities offered to students. The VEE remains mindful of the impact of corporatisation on clinical offerings and will continue to explore whether establishing relationships at a corporate level would be desirable.

Area 6. Learning Resources

Standard 6.1 State-of-the-art learning resources must be adequate and available to support veterinary education, research, services and continuing education. Learning resources must be suitable to implement teaching facilities to secure the 'never the first time on a live animal' concept. When the study programme is provided in several tracks/languages, the learning resources must be available in all used languages. 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, together with basic English teaching if necessary.

6.1.1 Description of the general strategy of the VEE on learning resources

The VEE continues to invest in its IT, library, digital learning and clinical skills environments and in its highly qualified support teams to provide timely access to excellent learning resources to students and staff. The Data and Digital Technology and Blended Learning strategies articulate the strategic ambition and development of learning resources.

Clinical skills are developed in the Clinical Skills Centre (CSC) prior to students undertaking procedures in live animals. The VEE has limited capacity for the use of cadavers because of national and local animal welfare considerations. If students undertake a procedure for the first time on a live animal, it will be under close supervision by a suitably qualified individual and the welfare of the animal will be prioritised at all times.

Learning Resources include electronic and print based library books, periodicals and bibliographic databases, lecture recordings, digital interactions and clinical skills equipment, simulators and instruction. Any student with an internet connection can access the VLE and library e-resources. Students on campus have multiple choices in the type of learning and study spaces they wish to use, and many are technology rich and some bookable. There are large numbers of open access computers and loan laptops. There is universal Wi-Fi coverage in internal spaces, and much of the external spaces are also covered.

6.1.2 Description of how the procedures for access to and use of learning resources are taught to staff and students

The two libraries are physically accessible to students during opening hours, but open access PCs, laptop loans and a range of learning spaces are available 24/7. Library and IT Helpdesks have a physical presence, but these and the Digital Learning helpdesk can also be contacted via the service desk portal and by webchat 24/7.

Library staff provide timetabled induction sessions and training for students in the use of the library management and search and discovery systems, including on how to run and save bibliographic searches. During the 2023-24 academic year, the library engaged with 1,247 students via pre-booked sessions. Library staff also offer basic, refresher and intermediate level EndNote referencing software training with 60 students participating during 2023-24. Online user guides and instructional videos are produced and maintained in-house by the library team, and these cover all areas of library skills training and are available for all students to access 24/7 via the VEE's VLE.

Students are repeatedly given information about how to access and make the best use of all learning resources. This information transfer occurs during the pre-arrival asynchronous induction using KickStart, during Welcome Week workshops and via dedicated parts of the VLE as well as by direct emails and via social media channels. Information and clinical skills training sessions cover use of the library and its resources, use of referencing tools, use of the clinical skills equipment and learning materials, and use of the VEE's VLE itself. These sessions are widely advertised on the VLE and directly to students. In addition, Digital Learning Champions (paid students from each cohort) provide peer support through drop-in sessions to champion the VEE's VLE and the digital tools used by students in their studies. The VEE has an App which allows mobile-friendly access to information and resources.

6.1.3 Description of how (procedures) and by whom (description of the committee structure) the learning resources (books, periodicals, databases, e-learning, new technologies, ...) provided by the VEE are decided, communicated to staff, students and stakeholders, implemented, assessed and revised

The functional units involved in the provision of learning resources to students and staff are:

- Library and IT (a part of the Infrastructure Services Directorate, in the Professional Services Department)
- Directorate of Learning & Wellbeing, in the Professional Services Department
- The Clinical Skills Centre (CSC), in the Clinical Science and Services Department

Funding is delegated via the departmental structure, with budgets set on a yearly basis. Learning resources and the IT infrastructure which underpins them continue to be well resourced.

Committee oversight of the strategic direction of learning resources is via various channels, including the College Executive Committee (CEC), the Business Intelligence Steering Group (BISG), the Blended Learning Project Group (BLPG) and the Learning, Teaching and Assessment Committee (LTAC) in the executive stream and the Major Strategic Projects Oversight Sub Committee (MSPOSC) in the governance channel.

Standard 6.2 Staff and students must have full access on site to an academic library administered by a qualified librarian, an Information Technology (IT) unit managed by a qualified IT person, an e-learning platform, and the relevant human and physical resources necessary for the development of instructional materials by the staff and their use by the students. The relevant electronic information, database and other intranet resources must be easily available for students and staff both in the VEE's core facilities via wireless connection (Wi-Fi) and from outside the VEE through a hosted secured connection, e.g. Virtual Private Network (VPN)

6.2.1 Brief description of the main library of the VEE
6.2.2 Brief description of the subsidiary libraries (if any)

LIBRARY SERVICES: The IT and Library budget was £2.3m in 2023-24. Library Services also benefit from a team of student library helpers employed as first-line support, mostly at weekends and early evenings. This team has proved useful, not only in enhancing service delivery, but also through delivering more informal feedback than can be achieved through other channels.

The library has nine staff (8 FTE) with five of those staff having postgraduate library qualifications. These staff, along with the student helper team maintain the core library opening hours, the details of which are provided in Appendix 6.2. Opening hours can be extended in response to demand during the build-up to examination periods.

The Library Collections Development and Management Policy provides a framework for the development of library services. Students and staff can request new or additional library resources by a variety of means, not least the "You Say, We Buy" mechanism where student requests for new books are always agreed. There is a long-standing strategy to prioritise buying new e-books and periodicals where possible, but library still provides multiple copies of textbooks on reading lists. There is regular liaison between library staff and lecturers over reading lists.

The library in the Hawkshead Student Learning Centre (SLC) building was opened in 2024 and provides forty three study spaces, including eight in a silent study room and three single occupancy cells. The adjacent mixed-use area has seventy one spaces for computer use, five technology-rich booths and five group study rooms, all of which are bookable and seventeen PCs in a computer lab. There are seven different types of study and social learning spaces across the SLC; these range from individual, silent, single-occupancy cells to technology rich student booths and bookable groupwork rooms as well as multiple smart whiteboards, which are popular as they allow students to save work to mobile devices.

The Camden Library provides 68 study spaces with a mixed-use IT area containing 118 spaces over two floors, many of which have either a desktop computer or a docking station with monitor which students can use to connect personal devices. There are several types of study spaces within the library and in adjacent spaces in the Hobday Building. These include a silent study room,

technology-rich group study areas and social learning space.

The VEE's students have access to both the University of London Library and the M25 Consortium of Academic Libraries which comprises fifty five university libraries in the Greater London area.

6.2.2 Brief description of the IT facilities and of the e-learning platform

IT SERVICES: The IT facilities in both Learning Resource Centres (LRCs) are open 24/7 every day, providing students with access to computers, various types of furnished space, printing, scanning and copying facilities. There are currently 230 open access PCs in total (88 at Camden and 142 at Hawkshead), plus 98 loan laptops (54 at Camden and 44 at Hawkshead, with 647 loans last year), which are available either on a service basis from the library laptop lockers or from the LRC Helpdesks.

There are approximately 50 FTE IT staff with a range of professional qualifications and certifications across a broad range of IT areas.

Support for library and IT users during core hours is available via the service portal, in person at either of the two LRC helpdesks, by webchat, service desk, email or telephone via a helpdesk that is operated from both LRCs. There is also a dedicated helpdesk for the VLE. A third party provides specialist out-of-hours IT support between 17:00 and 08:00 and during any closed days. IT support jobs logged through the service portal are triaged and the service desk tool is underpinned by categorised standards so that the progress of jobs can be monitored with overdue jobs being flagged to staff.

The VEE's VLE has been developed as a customisable and intuitive resource for students. It 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 VLE portal through which they access online e-resources when off-campus. Key applications are platform agnostic and can be used on any mobile. Students and staff can access the VEE's VLE, library and other learning resources via the VEE's App as well as induction and event information, and appointment booking for all student support services.

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

The VEE has invested in its network architecture to provide appropriate capacity, speed and resilience, with data centres on both campuses. The IT staff team, which includes four IT Security roles, is highly skilled and qualified, and manages IT infrastructure which is fit for both use and purpose. The VEE maintains a high-speed resilient connection to the outside world via the Joint Academic Network (Janet) which provides a 10gb network backbone. The wireless network covers both campuses, both indoors and outdoors. At Hawkshead and Boltons Park Farm 500+ wireless access points provide 100% internal coverage and about 60% of the outdoor campus. There are 192 access points at Camden where coverage is virtually 100% internally and externally. Lecture theatres, bookable group rooms, study booths and social learning spaces all provide ready access to electrical sockets. All off-site teaching locations have appropriate digital resources allowing student and staff access to all the VEE's digital services.

Standard 6.3 The VEE must provide students with unimpeded access to learning resources, internet and internal study resources, as well as facilities and equipment for the development of procedural skills (e.g. clinical skills laboratory). 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 changes in learning resources.

6.3.1 Brief description of the number of library and electronic resources, other learning resources and the Clinical Skills Centre (CSC)

LIBRARY COLLECTIONS: Library collections include e-books (3,271, with 55,740 loans in 2023-24) and e-periodicals (8,492, with 399,503 accesses in 2023-24) and physical collections (approximately 36,000, with 3,780 loans in 2023-24). There is a unified resource discovery tool,

which provides a user search interface for all electronic resources, including bibliographic databases. Bibliographic databases include: Animal Behaviour & Welfare Cases, CAB Abstracts, BioOne Complete, BSAVA Online Library, Cochrane Library, Emerald Insight, JoVE, Springer Protocols, Vetlexicon, Web of Science. There are 100,000+ database searches per annum.

The Library has a policy of buying both e versions and physical copies of textbooks. This means that both e and physical versions are available and there are multiple physical copies of textbooks and as well as e-versions and, for key textbooks, there will usually be a physical 'reference only' copy. The majority of periodicals are e versions, though there are still some titles for which there are physical copies. Bibliographic databases are all accessible electronically. Remote access to electronic resources via the library catalogue and the VLE is available to any student with an internet connection without the need for a VPN (as all network accounts and applications are subject to multi-factor authentication).

CLINICAL SKILLS CENTRE (CSC): The CSC has five staff (3 FTE) and is led by a Lecturer in Clinical Veterinary Education who is a qualified veterinary nurse with an MSc in Veterinary Education.

The student-centred CSC facility helps the staff to facilitate the practical skills learning requirements of around 1,200 students each year. The CSC team are inter-professional and neurodiverse. They often work closely with students with different learning styles or Special Educational Needs (SEN). The team includes a mental health first aider as pastoral support for students. The CSC team have recently started an online group for neurodiverse students and adapted a room in the CSC as a quiet study space to assist learners who may struggle in a noisy space. All the CSC team are student tutors and collectively run the OSCE assessments in the CSC. The facility is open between 08.30 and 16.30 Monday to Friday, with a late opening on Thursday until 20.00. Final year students have access to the CSC out-of-hours 24hrs a day, 7 days a week (unless examinations are running) if they agree to the terms and conditions, which are necessarily strict, concerning lone working and other precautions to safeguard the students and the facility.

SKILLS PROVIDED BY THE CSC: are listed in Clinical Skills Centre Skills listing (https://rvc.uk.com/clinical-skills-centre). There are some skills that cannot be supported in the CSC due to the requirements for the use of live animals, but the CSC staff are involved in other VEE facilities to support students' acquisition of handling skills for farm production animal (FPA) and companion animal (CA) species, and other areas including communications skills. All the skills listed are available to practise in the CSC and have supporting information available on the VEE's VLE, which include skills sheets and instructional videos.

Various simulation/teaching models are available for students to use including sophisticated cow haptics, which are based at Boltons Park Farm as well as sheep models with others available in the CSC.

STUDENT SATISFACTION: The VEE has a demonstrable track record of investing in the provision of learning resources and technology which underpins their delivery to students and staff. The benefits of this approach are reflected in the Student Barometer data in which consistently high levels of reported satisfaction are seen.

Comments on Area 6/ Suggestions for improvement in Area 6: The VEE will continue to make targeted investments to support the Data and Digital Technology and Blended Learning Strategies to make improvements visible to students and staff. These include:

- Improve access to materials on, and functionality of, the VLE and other student focused digital interfaces, and, as far as possible, ensure that all materials are mobile device compatible.
- Further develop the clinical information systems, including new developments such as the inpatient treatment records in CRIS and on-line booking systems.
- Further develop the new Identity and Access Management system (Able+), which improves joiners, movers and leavers processes to enhance the student experience.
- Embed the Data and Digital Technology Strategy across the VEE.

Area 7. Student admission, progression and welfare

Standard 7.1 The VEE must consistently apply pre-defined and published regulations covering all phases of the student "life cycle", e.g. student admission, progression and certification. In relation to enrolment, the VEE must provide accurate and complete information regarding the educational programme in all advertisements for prospective national and international students.

7.1.1 Description of how the educational programmes, learning outcomes, admission procedures and requirements for national and foreign students, progression and certification, tuition fees, academic calendar, collaborations with other VEEs, etc. are advertised to prospective students

The undergraduate prospectus is available to prospective students online and in hard copy. It details each educational programme including learning outcomes, fees, financial information (including scholarships and bursaries), entry requirements and other relevant information such as accommodation options and living costs. The VEE's Admissions Policy and applications process for UK based and non-UK based students, are also available on the VEE website. Three different routes enable a student to qualify as a veterinary surgeon:

Five Year BVetMed
The five year programme is designed for high school leavers.

Gateway Programme
The Gateway programme is a foundation year programme for high school leavers and is designed for UK applicants from non-traditional and disadvantaged backgrounds. Entry requirements, in addition to being lower than the standard five year entry, also have contextual requirements which must be fulfilled. Upon successful completion of the Gateway programme, students can choose to progress to the VEE's five year BVetMed programme or complete their veterinary education at another UK VEE.

Graduate Accelerated BVetMed
This is a four year programme specifically designed for graduates with a relevant biological science degree. The students complete a graduate transition year, enabling them to join year three of the five-year programme upon completion.

The VEE also offers a second veterinary degree programme as a joint degree with Aberystwyth University (Bachelor of Veterinary Science, BVSc). The BVSc is a five year degree programme, the first two years of which are taught at Aberystwyth University and the final three years at the Royal Veterinary College. The VEE is not seeking EAEVE accreditation for this programme.

Standard 7.2 The number of students admitted must be consistent with the resources available at the VEE for staff, buildings, equipment, healthy and diseased animals, and materials of animal origin.

7.2.1 Balance between student numbers and resources and facilities

Tables 7.2.1- 7.2.5 demonstrate that the number of students admitted is consistent with the resources available at the VEE for staff, buildings, equipment, healthy and diseased animals, and materials of animal origin.

Table 7.2.1. Number of new veterinary students admitted by the VEE

Type of students	2023/4	2022/23	2021/22	Mean
Standard students	111	114	138	121.00
Full fee students	174	197	182	184.33
Total	285	311	320	305.33

Includes Graduate Accelerated, Gateway Year and BVetMed. Counts all students who were actively enrolled during the relevant AY. Standard = Home Fee Status, Full fee = Overseas Fee Status.

Table 7.2.2. Number of veterinary undergraduate students registered at the VEE

Accelerated BVetMed

Year of programme	2023/4	2022/23	2022/23	Mean
First year	105	109	121	111.67
Second year	104	121	102	109.00
Third year	122	101	112	111.67
Fourth year	100	111	99	103.33
Fifth year				
Sixth year				
Total	431	442	434	435.67

Counts all students who were actively enrolled during the relevant AY. Counted as First year = GAB Second year = Y3 BVetMed, Third year = Y4 BVetMed, Fourth year = Y5 BVetMed

5 Year BVetMed

Year of programme	2023/4	2022/23	2021/22	Mean
First year	151	164	159	158.00
Second year	162	155	197	171.33
Third year	157	192	148	165.67
Fourth year	189	144	149	160.67
Fifth year	144	148	155	149.00
Sixth year				
Total	803	803	808	804.67

Counts all students who were actively enrolled during the relevant AY.

BVetMed via Gateway

Year of programme	2023/4	2022/23	2021/22	Mean
First year	44	49	46	46.33
Second year	48	47	61	52.00
Third year	45	53	46	48.00
Fourth year	55	41	47	47.67
Fifth year	39	46	39	41.33
Sixth year	45	38	34	39.00
Total	276	274	273	274.33

Counts all students who were actively enrolled during the relevant AY.
Counted as; Gateway=First year; Y1 of BVetMed=Second year; Y2 BVetMed= Third year; Y3 BVetMed=Fourth year; Y4 BVetMed=Fifth year; Y5 BVetMed=sixth year.

Table 7.2.3. Number of veterinary students graduating annually

Type of students	2023/4	2022/23	2021/22	Mean
Standard students	185	171	192	178.33
Full fee students	106	120	97	102.00
Total	291	291	289	280.33

Table 7.2.4. Average duration of veterinary studies

Duration	% of the students who graduated in 2024
+ 0**	75.95
+ 1 year	14.78
+ 2 years	6.53
+ 3 years or more	2.75

This counts all awards made in 2023/4 to all routes (Gateway, Accelerated and 5 Year). All routes will be counted in all categories based on their expected length of studies.

Table 7.2.5. Number of postgraduate students registered at the VEE

Programmes	2023/4	2022/23	2021/22	Mean
Postgraduate Diploma in Veterinary Clinical Practice (Interns)	29	27	26	27.33
Master of Veterinary Medicine (Residents)	76	75	68	73.00
PhD	134	142	146	140.67
Doctor of Veterinary Medicine	0	0	1	0.33
Professional Doctorate in Veterinary Practice	4	4	6	4.67
MPhil	0	0	1	0.33
Master of Research	12	9	11	10.67
Master of Science in One Health: ecosystems, humans and animals	23	17	21	20.33
Master of Science in Veterinary Education	28	30	30	29.33
Master of Science in Veterinary Epidemiology	13	6	16	11.67
Master of Science in Wild Animal Biology	15	16	18	16.33
Master of Science in Wild Animal Health	0	4	9	4.33
Postgraduate Diploma in Veterinary Education	31	16	19	22.00
Postgraduate Certificate in Advanced Veterinary Nursing	13	10	14	12.33
Postgraduate Certificate in Veterinary Clinical Studies	0	2	5	2.33
Postgraduate Certificate in Veterinary Education	44	45	48	45.67

Counts all students who were registered on an RVC postgraduate course during the relevant AY, includes those with a dormant or writing-up status.

Standard 7.3 The selection and progression criteria must be clearly defined, consistent, and defensible, be free of discrimination or bias, and take into account the fact that students are admitted with a view to their entry to the veterinary profession in due course. The VEE must regularly review and reflect on the selection processes to ensure they are appropriate for students to complete the programme successfully. If the selection processes are decided by another authority, the latter must regularly receive feedback from the VEE. Adequate training (including periodic refresher training) must be provided for those involved in the selection process to ensure applicants are evaluated fairly and consistently.

7.3.1 Description of the admission procedures for students

The VEE's Admissions Policy (https://www.rvc.ac.uk/study/admissions-policy) is reviewed each year and approved by the Recruitment and Admissions Committee (RAC) as well as the Learning, Teaching and Assessment Committee (LTAC) and Academic Board (AB). The same admissions procedure is used for both home and international students.

The admission process to the BVetMed programme is designed to ensure places are offered to an increasingly diverse range of students, both in terms of their socioeconomic and ethnic backgrounds as well as their pre-university educational experiences. Applications are made through the University and College Admissions Service (UCAS) or through the Veterinary Medical College Application Service (VMCAS) if the applicant is from a North American /Canadian College or University. The minimum academic requirements for undergraduate admission are detailed on the VEE's website (https://rvc.uk.com/study) and through UCAS (www.ucas.com).

To make this system as equitable as possible for underrepresented students, the VEE offers bespoke interventions to target groups to help prepare them prior to interviews and travel cost reimbursement is offered to UK-based applicants who are in receipt of Free School Meals.

Applications are considered in the following stages:
Supplementary Questionnaire - asks applicants to answer three questions set by the VEE, which are scored against a set matrix. The questions explore areas not covered in the UCAS or VMCAS personal statement and have been designed to give insight into the applicant's ability to self-reflect,

their self-awareness, resilience, and how they believe they will fit into the profession. If the supplementary questionnaire is not completed, the application will not progress.

Work Experience criteria - applications are screened against the published minimum work experience criteria which are currently:

- A total of 70 hours (e.g. 10 full days) of work experience (paid or voluntary) in one or more veterinary practices
- A total of 70 hours in one or more non-clinical working environments with live animals (excl. the home environment/family business/pet ownership)

The 140 hours must be obtained within the 18-month period directly preceding the application deadline. The application does not progress if the minimum work experience requirements are not met.

Academic criteria - applications are scored as to whether they meet the published minimum entry requirements. Applications that miss the entry requirements by one grade are not necessarily excluded at this point but will score less than those who meet the requirements. Applications that fail to meet the entry requirements by more than one grade will not progress.

Application Scoring:

a) non-academic criteria: applications are scored by trained Admissions Officers, who consider the answers applicants provide on their supplementary questionnaire. They are looking for:
   - Insight and understanding of the course/profession/College
   - Demonstration of motivation towards the course/profession/College
   - Interest and commitment to the course/profession/College
   - Skills and characteristics that demonstrate suitability for the course/profession/College
   - Written standard

b) contextual information is reviewed as a part of the scrutiny process for applications from widening participation backgrounds. This is only used for UK based, home fee paying, students due to availability of data. The following data is considered:
   - Whether the applicant is from a low participation neighbourhood, using UK OfS defined criteria (POLAR4, TUNDRA and Index of Multiple Deprivation data)
   - Whether the applicant is a care leaver (this must have been declared on the UCAS application to be considered)
   - Whether the applicant has attended a school/college at level 2 and at level 3 that the VEE has determined is a contextual school

Where an applicant meets one or more of these criteria, their total score will be adjusted accordingly

Interview Selection: The VEE does not make any offers without an interview, and all interviews are held in-person in the UK, North America and Asia. Applicants are selected based on their total score, achieved across the process detailed above. The threshold is determined by the number of interview spaces available in any given year and is not a fixed number, therefore it is not possible to advise applicants of a total score needed to be invited to interview.

Interviews follow a multi-mini-interview (MMI) format. These test different attributes and characteristics at each station and are intended to test applicant's non-academic attributes and suitability for the course. Applicants are scored against the attributes/characteristics being tested as well as in an observed group setting, enabling a total score to be determined. The scores from each interview section are then added together to form a total score. Scores from the pre-interview assessment are not carried forward but may be considered if there is a need to differentiate between candidates with the same interview score. Staff from across the VEE help with student interviews. They are required to undertake initial training and participate in bi-annual training in equality and diversity and annual training in data protection.

Post-interview the successful applicants will receive an offer from the VEE outlining terms of their offer, their fee status and other important information about the next steps they need to take. For applicants taking A-levels, and international students who apply through UCAS, UCAS will be updated on results day with a decision as to whether or not they have been accepted onto the course. Only applicants who meet the full terms of their offer are guaranteed to be accepted.

All entry requirements including the academic qualifications and educational equivalents and prior work experience totaling 140 hours can be found on the website:

- BVetMed 5 Year programme (https://rvc.uk.com/BVetMed-entry-requirements),
- Veterinary Gateway programme (https://rvc.uk.com/gateway-entry-requirements) &
- BVetMed Graduate Accelerated programme (https://rvc.uk.com/grad-accelerated-entry-requirements).

For International and EU applicants, there is a dedicated website page detailing academic entry requirements together with the English language requirements and acceptable alternatives to the International English Language Testing System (IELTS). Guidance for applicants on the assessment process can be found on the VEE's website: Veterinary Medicine Selection Process (https://rvc.uk.com/vet-med-selection-process) & Graduate Entry Veterinary Medicine Selection Process (https://rvc.uk.com/grad-accelerated-selection-process).

Applicants applying through VMCAS are considered using North American entry requirements including specific pre-requisites (https://rvc.uk.com/north-america-entry-requirements).

Policy for disabled students

Enquiries from potential applicants concerned about their ability to complete the degree due to a disability are referred to the Disability Officer and are signposted to the RCVS Day One Competences and disability guidance. The Admissions Policy outlines processes for applicants with disabilities and/or long-term health conditions who can request consideration of mitigating circumstances and/or reasonable adjustments. Applicants declaring a disability are assessed against the published criteria without regard to any fitness to practise issues. Prior to invitation to interview, checks are completed to ensure that an applicant does not present with a disability that would prevent them from graduating/practising. Applicants may be referred to the Occupational Health provider for assessment and guidance. Applicants with any other disabilities continue to progress. Applicants are asked if they have any special requirements during their interview. Applicants who indicate they would require extra time (e.g. dyslexia) are provided with extra reading time where MMI stations have allocated pre-reading.

On conclusion of the interview process, all offers are made subject to clearance by the Occupational Health (OH) provider and where appropriate, the Advice Centre and Disability Officer.

Appeal Process

The Admissions Policy advises applicants that they have no right of appeal against a decision not to offer them a place at the VEE. However, should an applicant believe that the VEE's Admissions Principles and Procedures have been inconsistently or incorrectly applied, the complaints procedure provides a mechanism for an objective review for applicants to both the undergraduate and postgraduate taught programmes.

7.3.3 Description of how the VEE adapts the number of admitted students to the available educational resources (facilities and equipment, staff, healthy and diseased animals, material of animal origin) and the biosecurity and welfare requirements

The number of student places is determined by evaluating the educational resources available (e.g. facilities, staffing, availability of animal material and clinical cases), taking into account animal welfare and biosecurity. Detailed financial modelling is undertaken to determine the most effective means of delivering a curriculum and maintaining the learning environments necessary to produce competent graduates. The VEE does not accept transfer students from other vet schools onto its programmes.

7.3.4 Prospective number of new students admitted for the next 3 academic years

The Student Numbers Planning Group considers current numbers and rates of progression alongside teaching resources to ensure optimal delivery for students. This group plans across a five year cycle and are not anticipating major changes in numbers over the next five year period.

Prospective number of new students for next five years

Programmes	2025/6	2026/27	2027/28	2028/29	2029/30
BVetMed (Five year)	202	190	189	189	189
BVetMed (Graduate Accelerated)	105	92	104	105	105
Gateway	44	44	44	44	44
Total	**351**	**326**	**337**	**338**	**338**

Standard 7.4 There must be clear policies and procedures on how applicants with disabilities or illnesses are 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.

7.4.1 Description of the policies and procedures dedicated to applicants with disabilities

The VEE has a duty to make reasonable adjustments where a student is placed at a substantial disadvantage because of their disability, compared with their non-disabled peers. As part of its anticipatory duty under the Equality Act, the VEE anticipates the needs of students with disabilities in the delivery of teaching, learning and assessment. Examples include: the use of lecture capture software, access to lecture materials in advance of lectures via the VEE's VLE, the design of OSCE assessments, accessible buildings (e.g. lifts/ramps, induction loops), networked assistive technology (Claroread and Inspiration) and dedicated support for neurodivergent students in the Clinical Skills Centre.

Students are advised about how to declare a disability and the support available to them during induction activities including Kickstart (pre-arrival online module) and during the Welcome Week talks given by the VEE's Advice Centre. Students disclosing a disability are contacted by the Advice Centre and invited to make an appointment with the Disability Adviser who completes a Reasonable Adjustments Form (RAF). The RAF sets out the recommended reasonable adjustments that should be made for a student for teaching and examinations. Advice may also be sought from academic colleagues about course competence standards to help determine suitable reasonable adjustments.

As part of the assessment of reasonable adjustments, students may also be referred to Occupational Health and/or the Corporate Health and Safety team to conduct Personal Emergency Evacuation Plans and/or Study Risk Assessments as required. The outcome of these referrals will help inform the reasonable adjustments that will be considered. Once agreed, the RAF is communicated to relevant staff who are responsible for implementing the identified reasonable adjustments, as well as the student's personal tutor.

Where reasonable adjustments cannot be identified or implemented due to professional requirements, cases may be escalated to the Student Fitness to Practise procedure (https://rvc.uk.com/fitness-to-practise-procedure) for additional consideration. This will occur when all reasonable steps have been taken to identify adjustments that will support the student and maintain professional competence standards.

The Advice Centre can support and advise students applying for the Disabled Students Allowance (DSA) which can provide a range of specialist support for students with disabilities. Staff can support and advise students throughout the process and help co-ordinate any recommended support. The VEE also funds a package of specialist support for disabled students not eligible for DSA (e.g. international students) and offers a free dyslexia screening service for students who suspect they may have an undiagnosed specific learning difference. Students who may require continuous residency or accommodation close to the campuses due to a disability are given priority for the VEE's accommodation.

Standard 7.5 The basis for decisions on progression (including academic progression and professional fitness to practise) must be explicit and readily available to the students. The VEE 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. The VEE 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.

The VEE's Assessment and Award Regulations set out the basis for academic progression, and a link to these regulations is available from the Assessment section on each cohort's dedicated VLE page. Assessment underpins decisions on progression and students are unable to progress if they do not pass all the components detailed in the Assessment and Award Regulations for their course year.

Decisions on progression are ratified at exam boards which are held for each year of each programme. At these meetings, which include External Examiners, the marks and the progression decisions are confirmed for each student. During the early years of the BVetMed programme (Years 1 and 2), failing students are eligible to repeat a failed year on a single occasion. Students who fail to progress and are required to withdraw from the BVetMed programme in Years 1 and 2 may have acquired sufficient academic credit to transfer to the BSc Bioveterinary Science degree programme. Students who fail to progress after the third or fourth year of the programme may have accumulated sufficient academic credit to be eligible for the award of the BSc in Animal Health and Disease or may be awarded a CertHE or DipHE and transfer to another non-veterinary Higher Education course outside of the VEE.

Students who are not successful at first sit are invited to meet with their personal tutor/senior tutor to talk through any areas of difficulty and are signposted to relevant support to remediate these difficulties. Students may also be invited to attend a Student Performance and Development (SPD) meeting. The SPD procedure provides a supportive process for students experiencing difficulty in achieving their academic or professional goals. Agreed ways are found for the student to continue or to interrupt until ready to fully re-engage with student life and study. It is inclusive in nature, so students receive a non-judgmental and supportive approach to the management of issues to enable the best opportunity to complete their programme.

A student who is unsuccessful at a second attempt at a progression assessment will usually be required to withdraw from the BVetMed programme. Students who have been withdrawn from the BVetMed by an examination board due to poor performance are able to appeal if they feel there has been a procedural error or they have been disadvantaged due to personal circumstances (see Standard 7.6 for appeals processes).

7.5.2 Description of the rate and main causes of attrition

Student progression is closely monitored and is reported in the Annual Quality Improvement Reports (AQIR) for each year group and for the course overall. The VEE considers student progression rates to be high, which represents good evidence, combined with external examiners' feedback, that the teaching and assessment methods together with the student support mechanisms are working well. Th VEE was judged to have outstanding progression by the Office for Students in the recent TEF 2023 Outcomes.

Student progression rates for 2023/24 are as follows:
- Gateway 91%
- Year 1 86%
- Year 2 86%
- Graduate Accelerated 91%
- Year 3 96%
- Year 4 98%
- Year 5 98% (progression to graduation)

The reasons for a student's failure to progress are often multifaceted and may include issues with physical and mental health, financial difficulties and lack of engagement. As indicated in section 7.7.1 students are fully supported in managing these challenges through a range of services.

7.5.3 Description of how (procedures) and by whom (description of the committee structure) the admission procedures, the admission criteria, the number of admitted students and the services to students are decided, communicated to staff, students and stakeholders, implemented, assessed and revised

A description of the admissions procedures, criteria and the number of students admitted is detailed in Standard 7.3. Communication for applicants and stakeholders is via the VEE's website. Services to students are detailed in section 7.7.1 and are advertised widely to students and staff. All student services report to the Student Development Committee annually and this committee assesses performance and oversees developments in and revisions to service delivery.

Standard 7.6 Mechanisms for the exclusion of students from the programme for any reason must be explicit. The VEE's policies for managing appeals against decisions, including admissions, academic and progression decisions and exclusion, must be transparent and publicly available.

7.6.1 Description of the mechanisms for the exclusion of students

In addition to a student being excluded from the programme on the basis of failure to meet a progression standard (outlined in 7.5.1), students may be excluded on the basis of Academic Misconduct. The Student Academic Misconduct Procedure is published on the website (https://rvc.uk.com/student-academic-misconduct-procedure).The Student Resolution and Compliance (SRC) Team compile the case evidence and appoint a decision maker who considers the case by interviewing the reported student(s) and apply a sanction based on the information obtained if academic misconduct is proven. The sanction is applied using the Academic Misconduct Penalty System. For proven misconduct in more serious cases, there is a mechanism to suspend and/or withdraw the student from their studies.

Where students are studying towards a professional qualification, and the Student Academic Misconduct procedure determines the allegations are proven with an intent to deceive; the Decision Maker assigned under the Academic Misconduct Procedure will determine whether there is a requirement to refer the case to Student Fitness to Practise Procedure (https://rvc.uk.com/fitness-to-practise-doc). Based on Fitness to Practise considerations, this procedure has a mechanism to terminate a student's enrolment from the study programme.

Other cases of misconduct are considered under the Student Misconduct Procedure (https://rvc.uk.com/student-misconduct-procedure). This outlines examples of sanctions and conditions that can be imposed, based on the level of infringement. For serious levels of unacceptable behaviour, students can be suspended from the programme or ultimately, can be permanently withdrawn from the programme. As outlined in Standard 1.4 all students enrolling at the VEE sign up to the RVC Charter that sets out expectations around behaviour. Students also commit to a student contract which includes specific information about student misconduct, including examples of what would constitute misconduct and the consequences for any breaches.

7.6.2 Appeal processes

The Appeals Procedure (https://rvc.uk.com/stu-appeals-proc) plus the Student Appeals Request Form and video, which explains the procedure, are available on the RVC website for students who wish to appeal a decision made about their progression, assessment or award. A student can appeal an Exam Board decision, removing them from the programme, following a procedural error or where they can demonstrate that they have been disadvantaged relative to their peers, typically on medical or personal grounds. The Appeals procedure cannot be used to contest a degree classification or marks awarded as this relates to academic judgement, which is regulated via academic moderation and external examiner systems.

Following a review of the material presented by the student, together with the student's academic history, their tutor statement and any meeting records following an SPD meeting, the appeal panel will hold a hearing to which the student is invited. The panel will determine whether to uphold or reject the appeal and/or redirect any aspects of concern to the Professional Requirements Committee or Student Complaints and Resolution Procedures. Where an appeal is upheld, the Panel will prescribe the compulsory conditions for the students to return to study namely:

- For the student to retake, resubmit or resit the examination, assessment and/or appraisal
- Repeat the year in full or part and undertake all in-attendance teaching and assessment

- Any required period of deferral
- Any requirement for confirmation from an Occupational Health physician that the student is fit to study before the student can return to study
- Any other actions considered important for future success such as engaging with learning support or other specialist advice

The student's Return to Study status would usually be that of a 'resit' student meaning they have one last opportunity to fulfil the conditions required to progress with no second sit entitlement. The Panel may not permit a student to progress on their programme of study without having passed the examination/ assessment or appraisal that they had failed before the appeal. However, if there is a case of miscalculation of results or misinterpretation of regulations, the student would be deemed to have passed following an appeal. Following any SRC process, all students are provided with the opportunity to request a Final Formal Review (FFR) and it will only proceed if the Registrar/ Deputy Registrar is satisfied that the student has met the allowable grounds for review.

Irrespective of the outcome the FFRP is permitted to provide a Completion of Procedures Letter to the student, which signifies the internal procedures have been exhausted and allows the student to advance their complaint for an external review with the Office of the Independent Adjudicator (OIA) for Higher Education

Standard 7.7 Provisions must be made by the VEE to support the physical, emotional and welfare needs of students. This includes but is not limited to learning support and counselling services, career advice, and fair and transparent mechanisms for dealing with student illness, impairment and disability during the programme. This shall include provision for disabled students, consistent with all relevant equality, diversity and/or human rights legislation. There must be effective mechanisms for the resolution of student grievances (e.g. interpersonal conflict or harassment).

7.7.1 Description of the services available for students (i.e. registration, teaching administration, mentoring and tutoring, career advice, listening and counselling, assistance in case of illness, impairment and disability, clubs and organisations, ...)

The VEE has a range of services to support the physical, emotional and welfare needs of its students which starts prior to their arrival at the VEE. The Directorate of Learning and Wellbeing oversees induction and welcome activities for all new students and has developed an induction programme, which includes the Welcome Pack, a pre-arrival online module (Kickstart) and a series of activities and workshops during Welcome Week for example Meet your Tutor, Campus tour, Study Skills tools The Students' Union Freshers' Fayre allows students to find out about and sign up to clubs and societies.

The Students' Union provides a range of information and activities to encourage students to connect with each other, develop good self-care routines and ensure they know where to turn to if they need support. There is normally no teaching on Wednesday afternoons to allow students to pursue clubs, hobbies and activities to help maintain a good life/ study balance.

The Directorate of Learning and Wellbeing is comprised of the following specialist support teams: the Advice Centre, Study Skills, Digital Learning, Careers and Chaplaincy. Students can book appointments at a time that suits them for any service. All services offer in-person and virtual appointments, which is particularly useful for students when undertaking off-site placements and during vacation periods.

The Advice Centre offers specialist support for students in the following areas: mental health and wellbeing, counselling, disability support, student money advice, international student support and housing advice (via University of London Housing Services). The specialist advisers liaise with staff to implement appropriate student support which can include deferrals of or extensions to assessment deadlines. The Advice Centre can also refer students to external specialist support agencies e.g. Doctor, Samaritans, Vetlife.

The Advice Centre operates a 'duty adviser' model so that staff are always available during office hours to answer email and phone queries enabling an efficient response to students This dovetails with the 24/7 online support also available for students via Togetherall, a digital mental health and

wellbeing service and the Sorted: mental health app (which is a positive mental training audio programme). Students can also be referred for specialist mentoring support as part of the 'Wellbeing Mentoring' programme.

The Study Skills team provides a range of tailored support to help students study effectively, for example time management, teamwork, and research skills. These sessions are offered within the curriculum, as workshops, one-to-one support and through Studiosity, which is an 24/7 online writing platform offering personalised support and feedback on academic writing and referencing.

The Careers team assists students to develop the skills that will prepare them for the transition into work following graduation. This includes one-to-one appointments, workshops and an annual Careers Fair where the VEE's students can meet employers and make professional connections.

The VEE's Chaplain offers confidential, independent support and advice to everyone who seeks it, regardless of their religious belief. The Chaplain can also provide information about local places of worship for all major faiths.

Each student is allocated a personal tutor for the time that they are based at the Camden Campus (pre- clinical part of the course) and a new tutor once they are at Hawkshead Campus (for the final three clinical years of the course). At the point of transition between campuses, students who need extra support are identified by their pre-clinical tutors and are assigned to a more experienced Hawkshead tutor. Hawkshead tutors are almost all qualified vets and groups remain small (three-four tutees per tutor). Tutor group meetings are scheduled at least twice per term during the taught course as a group and on an ad hoc (individual) basis once rotations commence. All Students can contact their tutor at any time to seek support and guidance through an in-person or online meeting.

Tutors serve as the academic and pastoral adviser for most students and are usually their first point of contact if they encounter problems (e.g. exam failure, bereavement, illness including poor mental health, peer group issues) or if they are in search of career advice (choice of rotations, EMS guidance, letters of recommendation). Tutors are supported by Senior Tutors in respect of major events in the students' journey and relevant topics for discussion.

7.7.2 Description of the mechanisms for resolution of student grievances

Processes are in place to manage any student welfare incidents, including a member of the Advice Centre on call outside normal working hours. There are also support pathways for students who experience issues on placements, including bullying or harassment. Students are informed about this and taught how to manage potentially difficult situations prior to AHEMS placements. There are clear reporting mechanisms for students experiencing bullying, harassment, hate or sexual harassment (Report and Support.rvc.ac.uk) and offer emotional and practical support to any student reporting an issue. The VEE's Complaints and Resolution procedure (https://rvc.uk.com/complaints-reso-proc) can be used if student complaints cannot be resolved quickly and informally by the relevant parties.

Standard 7.8 Mechanisms must be in place by which students can convey their needs and wants to the VEE. The VEE must provide students with a mechanism, anonymously if they wish, to offer suggestions, comments and complaints regarding the compliance of the VEE with national and international legislation and the ESEVT Standards.

7.8.1 Description of the mechanisms allowing students to provide their needs, complaints, comments and suggestions to the VEE

The VEE has a range of mechanisms by which students can express their views to continually improve their course and their student experience. These are:

- their views in retrospect, via surveys,
- their immediate views on specific topics via representation and 'pulse' questions and their thoughts on planning for the future through developmental activity, via student panels.

Students engage with national and international surveys such as the International Barometer, and the National Students Survey (NSS). These allow for benchmarking against the sector as well as other VEEs in the UK and internationally.

There are two ‘rotation feedback evenings’ per year where students can give feedback on both core and elective rotation experiences. This guides continuous improvement by being fed back to the Rotation Directors. Changes made in response to this feedback, depending on the significance of the change, may be reported at the CMC, LTAC or AB. Before they can receive their grading for each rotation block, all students are asked to comment on the suitability of each rotation in as much detail as they desire. The process is web-based and anonymized.

The elected student representatives for each year of the BVetMed programme have frequent meetings with their Head of Year to ensure continuous dialogue between students and the staff that teach them. They represent their respective cohorts at the VEE’s committees, and they canvas the students for their opinions and ideas for improvement. Crucially, they also report back to their constituents regarding discussions and actions being undertaken as a result of both the surveys and their specific comments.

With regard to feedback on national and international legislation and the ESEVT Standards, students are offered an online anonymous feedback system that allows them to express their views at any time, including during off-site placements and vacation periods. In addition, there is a physical box in the reception area at both campuses with hard copies of the same feedback form for students who would rather use this mechanism. The feedback is collated by Academic Registry staff and distributed to relevant stakeholders.

The results of these surveys are received by the CMC, Student Development Committee (SDC), Teaching Quality Committee and other relevant groups (e.g. Annual Quality Improvement Groups). These surveys are highly influential, and each committee/group must prepare a response and action plan to address issues identified. These are monitored by the relevant committee and outcomes are fed back via the student reps (see below) and by VEE-wide communications such as “You said…We did” and the institutional NSS response.

Students wishing to complain about any components of their course, or their extracurricular experiences can do so through their student year representatives, their tutors, through the SDC and through the various student members of all major college committees. If the student feels that the complaint has not been resolved through these avenues, they are able to use the VEE’s Complaints and Resolution procedure.

Comments on Area 7/ Suggestions for improvement in Area 7:

The VEE will improve the timely provision of information and data to tutors to support their individual tutees’ development and progress. It will continue to develop opportunities for students to give feedback and diversify the mechanisms used to communicate the changes made in response to that feedback. The VEE has been very successful in diversifying its student community over the past five years, due to its work under the Access and Participation Plan (APP). Recently a new Access and Participation Plan which sets out plans and new interventions to support access, attainment, success and progression of underrepresented home students for the four year period 2025/26 to 2028/9, has been approved by the Office for Students (OfS).

Area 8. Student Assessment

Standard 8.1 The VEE must ensure that there is a clearly identified structure within the VEE 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.

8.1.1 Description of the general assessment strategy of the VEE

The VEE's approach to teaching, learning and assessment is detailed in the Learning, Teaching, Assessment and Student Experience (LTASE) strategy and summarised in the following bullet points.

The VEE must have assessments that:

- Strikes an appropriate balance between formative and summative assessment.
- Is proportionate and does not place an inappropriate burden on students or assessors
- Is valid and reliable
- Confirms the acquisition of appropriate competences
- Incorporates the provision of valuable and timely feedback to learners
- Embeds portfolios in student and staff development as a way of visibly demonstrating learning to the learner, and those assessing their learning.
- Is inclusive
- Allows students to demonstrate that they have met appropriate professional standards.

Overall responsibility for assessment across all the VEE's programmes lies with the Vice Principal for Learning, Teaching and Assessment (VPLTA). Delivery of assessment throughout the BVetMed programme is managed at an operational level by the Undergraduate Medicine CMC (Chaired by the Associate Dean for Undergraduate Teaching and Learning), with oversight at a strategic and institutional level from the Learning, Teaching and Assessment Committee. Quality assurance processes for assessments, including scrutiny of external examiner reports, are the responsibility of the Teaching Quality Committee (TQC). Institution-level General Regulations for Study and Awards apply to all VEE courses. Within these General Regulations, the coherence of the overall BVetMed assessment regime is ensured by two Academic Directors of Assessment: one with primary responsibility for the taught components of the BVetMed programme (Years 1-3) and the other with primary responsibility for the experiential learning/rotation phase (Years 4-5).

8.1.2 Description of the specific methodologies for assessing the acquisition of theoretical knowledge, pre-clinical practical skills, clinical practical skills and soft skills

Different assessment modalities are used to evaluate various aspects of learning and acquisition of skills. These include:

Theoretical knowledge is tested in Years 1-4, via multiple-choice questions/single best answer questions and integrated problem-solving short answer questions. The latter are typically designed to assess across strand boundaries and often involve questioning of scientific understanding within a clinical context. In Year 3, a combination of factual and clinical reasoning MCQs are used. Clinical and professional reasoning questions are used in BVetMed Finals to examine knowledge and understanding of veterinary medicine and surgery across a range of different species.

Scholarship, research and evidence-based medicine is assessed in Years 1-2 by a scientific extended essay (Year 1: Formative), a critically appraised topic report (Year 2: Summative) and a major research report (Years 4-5: Summative). In addition, one component of the assessment in Years 1-2 is based on students answering questions related to a research article (released one week in advance of the examination). Multiple formative assessment opportunities are provided in Years 1 and 2 to develop scholarship skills through engagement with clinical research articles.

Pre-clinical practical (animal handling) skills are assessed in Year 1 (and GAB) through Direct Observation of Practical Skills (DOPS) across a range of different species (cattle, sheep, horses, dogs and poultry). Students must be considered 'safe' in each species prior to undertaking Animal Husbandry Extramural Studies (AHEMS) with that species.

C**linical practical skills** are continuously assessed in Years 4-5, during Intramural Rotations (IMR). Assessment of specific practical skills is undertaken by via DOPS and Objective Structured Clinical Examinations (OSCEs).

Communication skills are developed in the Principles of Veterinary Practice strand via simulated client history taking sessions (Years 2 and 4: Formative) and assessed in Years 1-2 in Integrated Structure & Function oral examinations and in Year 5 in OSCEs, which are summative assessments.

Professional skills and attributes training is delivered in the Principles of Veterinary Practice strand and assessed by various assignments and reflective assets (Resilience and self-care, The human- animal bond, Professionalism and The Profession, Ethics, Communication, Teamworking), which are formative in Years 1-2 (three in total, two in the GAB year) and summatively assessed in Year 3, contributing 20% towards the year mark. Students are required to reflect on their experiences during Animal Husbandry Extramural Studies, with sign-off from the academic tutor required for progression into Year 3. The Student Record of Achievement in Year 3 within the PebblePad portfolio encourages students to reflect on their personal development during engagement with non-lecture-based teaching (e.g. practicals, clinical scenarios, directed learning sessions and formative assessments). In the new curriculum, this approach is being extended into Years 4-5 (from academic year 25/26), where students must complete several assignments based on their engagement with clinical cases during intramural rotations (IMR) and EMS.

Standard 8.2 The assessment tasks and grading criteria for each unit of study in the programme must be published, applied consistently, clearly identified and available to students in a timely manner well in advance of the assessment. Requirements to pass must be explicit. The VEE must properly document the results of assessment and provide the students with timely feedback on their assessments. Mechanisms for students to appeal against assessment outcomes must be explicit.

8.2.1 Processes for ensuring the advertising and the transparency of the assessment criteria/procedures

Assessment and Award Regulations (including assessment tasks) are agreed by the CMC and subsequently ratified by LTAC. These are published on the VEE's website and VLE before the start of the academic year to which they apply. These also indicate the marking scheme (grading criteria) for each type of assessment and how each element contributes to the final mark. The requirements to pass and progress to the next stage of the course (or ultimately graduate) are explicitly stated in these documents. All marking schemes are agreed by LTAC and are made available on the VEE's website. The assessment process and rationale are explained to year groups to which they apply, including the types of assessment, how they will be marked, what students will need to achieve in order to progress and the pedagogical basis for the type of assessment chosen.

8.2.2 Processes for awarding grades, including explicit requirements for barrier assessments

The results of examinations (Final Mark Spreadsheet) are documented, anonymised and approved at the relevant Examination Board with oversight from External Examiners. Details of results for each individual assessment that contributes to the examination are included in this spreadsheet. Following approval, these data are published on the student records information system and released to students as indicated by the exam timetable.

8.2.3 Processes for providing post-assessment feedback and guidance for requested improvement

Feedback to students on their formative and summative assessments is provided according to the VEE's Policy and Guidance on Feedback to Taught Students. This requires feedback to be timely (typically within fifteen working days), constructive and developmental. Marking rubrics are designed to facilitate marking and provide consistent feedback in terms of the academic standard of the submitted work. Staff are encouraged to use a 'what went well' and 'even better if' approach to highlight areas of strength and weakness and must provide feedback on all marking. This is important for written assessments, where it is not only useful for students but also assists in internal

(sample marking) and external (external examiner) quality assurance processes. Failing students have an opportunity to meet the senior tutor and their personal tutor to review their performance.

8.2.4 Appeal processes against assessment outcomes

Any student who experiences a significant adverse assessment outcome is informed of their right to appeal. The VEE's appeal processes are detailed in section 7.6.2

Standard 8.3 The VEE must have a process in place to review assessment outcomes, to change assessment strategies and to ensure the accuracy of the procedures when required. 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.

8.3.1 Description of how (procedures) and by whom (description of the committee structure) the students' assessment strategy is decided, communicated to staff, students and stakeholders, implemented, assessed and revised.
8.3.2 Description of the link between learning outcomes and assessment design

In line with the institutional assessment strategy, all BVetMed assessments are designed to ensure constructive alignment with course-level and year-level learning outcomes and progression towards professional competency. Assessment modalities are selected to cover a range of knowledge, skills and attributes that all need to be demonstrated for progression to the next stage of the course and ultimately to graduation. There is vertical integration of assessment from pre-clinical to clinical competency (for example animal handling DOPS in Year 1 to clinical skills DOPS in Years 4-5). There is alignment with Bloom's taxonomy with different assessments that allow students to demonstrate higher cognitive skills, as well as with Miller's pyramid as assessment modalities vary with different stages of the programme.

Assessment outcomes are formally reviewed during each Examination Board, which may lead to one or more action points being generated for consideration by the Undergraduate Medicine CMC. This is particularly important when there have been changes to the assessment that might impact outcomes. Potential changes are normally discussed initially between Year Leaders, the Academic Director of Assessment and the Assistant Registrar, Examinations and Assessment to consider the academic rationale, alignment with the overall assessment strategy and operational issues prior to development of a formal proposal. Any proposal is sent to the CMC for discussion. If approved, the proposal is passed to LTAC for discussion and approval, then to the Academic Board for ratification and implementation in the subsequent academic year. The Exams Office is responsible for the deployment and communication of operational aspects to academic staff and students. Timetabled sessions are embedded within the schedule for each year of study to facilitate communication of assessment requirements to students and to allow for clarification of any queries. Any significant matters regarding assessment identified in External Examiner reports are considered at the TQC and require a response from the Year Leader, which may initiate a proposal to be considered by the CMC. External Examiners have the option to contact the President and Principal directly, if they feel there are areas that require urgent and immediate attention.

Major changes to assessment can only be introduced in the following academic year, although sometimes it is necessary to make minor adjustments 'within year'. Proposals follow the same route as described in section 8.3.1., although a major focus is on 'no detriment', such that any changes made in-year do not have a detrimental effect on students, who are undertaking a course where the Assessment and Award Regulations have already been published. For more substantial changes to assessment (e.g. when undertaking a curriculum review), an Assessment Working Group of various stakeholders is convened to consider more comprehensive changes to delivery of assessment. This may include contribution from Educational Development staff and staff with expertise in pedagogy from the LIVE centre, to ensure that any assessments proposed are inclusive and mindful of students with learning differences and/or neurodivergence.

Standard 8.4 Assessment strategies must allow the VEE to certify student achievement of learning objectives at the level of the programme and individual units of study. The VEE 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.

8.4.1 Description of the system to certify student achievement of learning outcomes in the different subjects, years of study, etc.

Assessment design focusses on course Learning Outcomes and Objectives. Assessment modalities are selected for constructive alignment with Learning Outcomes, which change over the course of the programme as the student progresses from pre-clinical to clinical phases. With an integrated curriculum, where there are no individual modular assessments, it is particularly important for the assessments to be representative of the course as a whole and this is the responsibility of the Year Leaders. Each assessment is blueprinted against the curriculum, to ensure that there is proportionate representation across the different component (strands/modules). Within each question, staff are required to indicate the Specific Learning Objectives being assessed. Therefore, for each year of study, the knowledge, skills and attributes being assessed are explicitly aligned with the stated Outcomes and Objectives. For example, the curriculum for each BVetMed strand has been imported into the Ripley Systems question bank, which allows mapping of each MCQ to a strand, Teaching Session and Specified Learning Objective. This facilitates the design of an MCQ exam, whereby Year Leaders can select questions that are representative of the taught course across and within strands. Additionally, for each Problem-Solving Question, authors are required to provide not only a Model Answer, but also the Learning Objectives being assessed in that question.

Minimum requirements are typically set for each assessment modality, such that compensation between assessment types (but not between individual units of study) are permitted. This ensures that students must demonstrate a minimum level of competence across a range of course content, but without excessive penalisation for those assessment types where they may have less aptitude. There are specific minimum requirements for Animal Handling DOPS in Year 1, Scholarship and Evidence-Based Medicine in Year 2, Principles of Veterinary Practice in Year 3 and Population Medicine and Veterinary Public Health in Year 4 (in the new curriculum structure). During the clinical phase (Years 4 and 5), students must demonstrate competence during all Intramural Rotations, they must meet a minimum standard of scholarship in their research project, and they must meet the requirement for demonstration of clinical skills in DOPS and OSCEs. In addition, final year students must achieve a minimum attainment in Clinical and Professional Reasoning Questions across a range of species.

8.4.2 Description of the strategy to encourage students to take an active part in the learning process

The VEE's curriculum encourages active learning through the use of multiple learning modalities which are designed to engender independent learning and the development of students as lifelong learners (see section 3.2.3.). The increasing use of portfolios as students' records of achievement is an example of a method that actively engages learners in reviewing and setting their own learning objectives. Students are encouraged to reflect on feedback they have received on their assessments to help plan their approach to their next phase of learning. In the new curriculum reflect and review weeks have been introduced which will continue into "debrief" weeks in the new rotation structure. During these weeks students are encouraged to reflect on their learning after a block of rotations or a period of EPT, to learn from the feedback they have received through formative and summative assessments and to actively plan their next phase of learning.

Standard 8.5 Methods of formative and summative assessment must be valid and reliable and comprise a variety of approaches. Direct assessment of the acquisition 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 regular quality control of the student logbooks, with a clear distinction between what is completed under the supervision of teaching staff (Core Clinical Training (CCT)) or under the supervision of a qualified person (EPT). The clear distinction between CCT and EPT ensures that all clinical procedures, practical and hands-on training planned in the study programme have been completed by each individual student. The provided training and the global assessment strategy must provide evidence that only students who are Day One Competent are able to graduate.

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

Day One Competence: From the start of the programme until part-way through Year 4 students are assessed on their knowledge and understanding of biological systems within a clinical context as described in Standard 8.1. This assessment is aligned with the subject areas outlined in ESEVT SOP 2023 Annex 2 section 2, across the species described in the list of Indicators of the ESEVT SOP. Throughout this period students are assessed on skills and attributes that build into Day One Competences, and some day one competency assessment is integrated into the knowledge-based assessment. When students enter clinical rotations Day One competences become the main focus of their assessment. The principal points of assessment of Day One competences are:

- Year 1 (and GAB year): Direct Observation of Practical Skills (DOPS) practical animal handling skills are assessed across a range of different species (cattle, sheep, horses, dogs and poultry).
- Years 1&2: Communication skills in the Integrated Structure & Function oral examinations.
- Years 2&4: Communication skills in the Principles of Veterinary Practice (PVP) strand via formative feedback in simulated client history taking sessions.
- Years 1,2,3: Professional skills and attributes (Resilience and self-care, The human-animal bond, Professionalism and The Profession, Ethics, Communication, Teamworking) via PVP assignments and reflective assets that are formative in Years 1-2 (three in total) and the GAB year (two assets), and summative in Year 3 (contributing 20% towards the year mark).
- Years 2,3,4,5: Professionalism and accumulation of clinical practical skills via logbook reflections on Animal Husbandry Extramural Studies (AHEMS), clinical EMS and Intramural Rotations (IMR). Logbooks (currently in Folium, moving to PebblePad) are monitored through the tutor network, used as a basis for targets for further study, and sign-offs are required for progression at critical stages (pre-rotation, mid- rotation and at the end of study).
- Year 4: Practical clinical skills and communication skills in a compulsory formative Objective Structured Clinical Examination (OSCE).
- Year 4&5 Clinical Rotations: Practical clinical skills via DOPS in the workplace.
- Year 4&5 Clinical Rotations: Professionalism, Practical Skills and Clinical Reasoning and Application of Knowledge via multi-source evaluation and feedback.
- Year 5: Professionalism and practical skills via summative OSCE, and clinical reasoning and knowledge via a written response to clinical problem scenarios.

Assessment is carried out by veterinary or educationally qualified staff trained for their role in the relevant assessment modality. They have internal or assistant examiner status and can attend examination board meetings. Assessment points for the specific Day One Competences outlined in ESEVT SOP 2023 Annex 2 section 1, are included in Standard 3.2 Curriculum and Assessment digest (https://rvc.uk.com/curriculum-digest-and-assessment). A student's performance in Core Clinical Training (CCT) is monitored through the examinations office and the tutor network. Students initially experience formative assessments, then an increasing number of "must pass" assessments that can be attempted on several occasions, and finally the summative capstone OSCE and clinical reasoning examinations. This provides opportunities for deficiencies in competency to be flagged, and strategies devised to improve them to a day-one level. The combination of formative experiences with feedback, multiple evaluations in the workplace and a capstone examination that all relate to Day One Competences mean that students passing all these assessments have appropriate levels of competency when they graduate.

Comments on Area 8/Suggestions for improvement in Area 8: Although the current approach to assessment meets all the ESEVT standards some areas have been identified where further enhancements can be made:

- An online system for delivery of multiple-choice and short answer questions is currently being explored. This will improve the examination experience, facilitate marking and feedback by staff, improve navigation for external examiners and integrate with Quality Assurance processes.
- The 'student record of achievement' is being extended to the rotation period, allowing students to document their achievement of competences as they pass through rotations using a portfolio recording approach.
- There are plans to develop a more integrated system of OSCE examinations to allow assessment of more complex competences, in addition to the skills that they currently assess so effectively.

Area 9. Teaching and Support Staff

Standard 9.1 The VEE must ensure that all staff are appropriately qualified and prepared for their roles, in agreement with national and EU regulations and must apply fair and transparent processes for the recruitment and development of staff. A formal quality-assured programme of teacher training (including good teaching and evaluation practices, learning and e-learning resources, use of digital tools education, biosecurity and QA procedures) must be in place for all staff involved with teaching. Such training must be mandatory for all newly appointed teaching staff and encouraged on a regular basis for all teaching staff. Most teaching staff (calculated as FTE) involved in core veterinary training must be veterinarians. It is expected that more than 2/3 of the instruction that the students receive, as determined by student teaching hours, is delivered by qualified veterinarians.

9.1.1 The global strategy in order to ensure that all requested competences for the veterinary programme are covered and that staff are properly qualified and prepared for their roles

The VEE ensures that all staff are appropriately qualified and prepared for their roles through fair and transparent recruitment, induction and development of staff.

The VEE has rigorous policies and procedures for the **recruitment and selection** of teaching and support staff. These ensure new staff are hired in accordance with the VEE's Behaviours and its Equality, Diversity and Inclusion (EDI) expectations, alongside the competencies, skills and experience that the applicant requires to succeed in their role. Staff must complete the VEE's Recruitment and Selection training to participate in recruitment panels. Human Resources (HR) and the EDI team support managers and selection panels making optimal hiring decisions through a range of guidance designed to help at each stage of the process from pre-recruitment planning to the induction of new staff.

To prepare staff for different aspects of their roles, **induction** takes place both centrally and at departmental level. HR provides a suite of essential training for all staff including Information Security Awareness, Fire Safety Induction, Inclusive Leadership, and IT training. New starters undergo an in-person induction with their Departmental Safety Supervisor. If this induction identifies a job specific requirement for biosecurity training, the new starter will be required to attend a biosecurity training course facilitated by a trained biosecurity practitioner (currently the VEE's Head of Health and Safety). They are also required to read and understand any biosecurity policies and procedures that pertain to their working area, in accordance with the operational policies and procedures of The Infection Control and Biosecurity Committee, detailed in Standard 4.9.

The Educational Development team (Ed Dev) provides a range of asynchronous resources (webinars/recordings; guides and drop-ins) to support staff to prepare for their first teaching and for experienced staff as refresher training. These are part of the Learning and Teaching Toolkit in the Staff Hub on the VLE. These ensure that all staff are aware of best practice in course design, aware of institutional policies and practices relating to learning and teaching and are confident in the use of technology to enhance teaching and learning.

The Teaching and Learning in Higher Education (TLiHE) module, delivered by the LIVE team is required for individuals who may not be academic staff (and therefore do not complete the PGCert Vet Ed), but are involved to a more limited extent in teaching, for instance postgraduate students, residents, interns, clinicians and technicians. The module aims to develop a conceptual approach to Veterinary Education and enhance proficiencies in skills, practices and attitudes as competent and reflective veterinary and/or allied sector teachers. It also aims to prepare participants to supervise undergraduate student research under the guidance of academic members of staff.

While a proportion of the teaching in BVetMed 1, BVetMed 2 (and the GAB year) is delivered by a mixture of basic scientists and veterinarians virtually all of the teaching that takes place in Year 3, 4 and 5 is delivered by veterinarians. Teaching hours in Years 3 to 5 make up approximately 74% of student teaching hours (as shown in Table 3.1.1). Consequently more than two-thirds of the instruction students receive is delivered by qualified veterinarians.

Standard 9.2 The total number, qualifications and skills of all staff involved with the study programme, including teaching, technical, administrative and support staff, must be sufficient and appropriate to deliver the study programme and fulfil the VEE's mission. A procedure must be in place to assess if the staff involved with teaching 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, teaching or support staff, senior or junior, permanent or temporary teachers. Guidelines for the minimum training to teach and to assess are provided in Annex 6, Standard 9.1.

Table 9.2.1. Teaching staff involved with the core veterinary programme**

Type of contract	2023-24	2022-23	2021-22	Mean
Academic staff (FTE)	237.26	226.45	203.7	222.47
Interns (FTE)	14.5	13.5	13	14.66
Residents (FTE)	38	37.5	34	36.5
PhD students (FTE)	4.2	3.9	4.05	4.05
Certified specialists (FTE)	0	0	0	0
Practitioners (FTE)	27.00	20.33	20.21	22.51
Others (specify) (FTE)	0	0	0	0
Total (FTE)	320.96	301.68	274.96	299.2

** *All staff included in this table must be contracted by the VEE and have received a training to teach and to assess undergraduate students. Qualified persons/practitioners involved with EPT are not included in this table.*

Notes in relation to Table 9.2.1 above:

Certified Specialists are included in Academic Staff figures

The VEE offers PhD students the opportunity to undertake some teaching as part of their professional Development.

Students who wish to teach for 6 hours or more must undertake the mandatory training course (TLiHE) described above.

Table 9.2.2. Percentage (%) of veterinarians in teaching staff

Type of contract	2023-24	2022-23	2021-22	Mean
Permanent (FTE)	60%	59%	64%	61%
Temporary (FTE)	94%	96%	93%	94%

Table 9.2.3. Support staff of the veterinary programme

Type of contract	2023-24	2022-23	2021-22	Mean
Permanent (FTE)	662.86	633.11	598.04	631.34
Temporary (FTE)	38.53	35.4	42.5	38.81
Total (FTE)	701.39	668.51	640.54	670.15

Table 9.2.4. Research staff of the VEE

Type of contract	2023-24	2022-23	2021-22	Mean
Permanent (FTE)	18.06	10.86	14.76	14.56
Temporary (FTE)	49.01	62.19	54.7	55.30
Total (FTE)	67.07	73.05	69.46	69.86

9.2.2 Description of the formal programme for the selection and recruitment of the teaching staff and their training to teach and assess students (including continuing education)

The VEE ensures that all staff involved with any aspects of the programme (teaching, technical, administrative and support staff as shown in Tables 9.2.1 to 9.2.4) have adequate skills and qualifications to carry out their roles effectively. New academic staff must demonstrate the highest levels of performance and behaviour and successfully complete a probationary period. Teaching

Fellows, Lecturers and Senior Lecturers are normally required to serve a probation period of three years. The Academic Probation Procedure (https://rvc.uk.com/academic-probation-procedure) is designed to ensure a robust, transparent and equitable process, underpinned by the Academic Career Profile Framework (ACPF) (https://rvc.uk.com/academic-career-framework). The ACPF is designed to allow an individual, in consultation with their Head of Department to create an Individual Career Profile (ICP) recognising individual specialties and supporting the VEE's and departmental strategic objectives. For all newly appointed teaching staff, the VEE delivers a postgraduate Certificate, Diploma and MSc in Veterinary Education. This unique suite of courses is delivered through the Lifelong, Independent Veterinary Education (LIVE) Centre, which focuses on expanding best practice in veterinary education, through inter-professional collaboration and development of teachers internationally.

Ensuring academic and clinical staff are adequately trained is a key part of the VEE's approach to student-centred outcomes-based teaching. For this reason, the postgraduate certificate of veterinary education (PG Cert VetEd) is compulsory (except those who join the VEE already holding a postgraduate qualification in teaching and learning) and a pre-requisite for completing probation. The PG Cert VetEd also provides an accredited, taught route to Advance HE (HEA) Fellowship, which demonstrates a personal and institutional commitment to professionalism in learning and teaching in higher education. Following on from obtaining their PGCert, staff who are motivated to do so can undertake the PG Dip or a full MSc in Veterinary Education.

As described in Standard 9.1 above, the VEE provides professional development for academic and support staff to enable them to engage confidently in their roles, including the PGCert VetEd and the TLiHE module. The PGCert VetEd includes a summative teaching observation to ensure that all staff can meet the required standard for teaching at the VEE (Appendix 9.5a). As the PGCert VetEd is an accredited pathway to Advance HE Fellowship, completion of the award means that they have met the criteria of the UK Professional Standards Framework (UKSPF), a comprehensive set of professional standards and guidelines for everyone involved in teaching and supporting learning in Higher Education (HE). The VEE has a high percentage of Advance HE Fellows, with data for recent years shown in Appendix 9.2.

The VEE regularly assesses the adequacy of teaching and support for all staff involved in teaching and seeks feedback from students through national surveys and through the module and strand review processes to ensure the learning outcomes are being successfully achieved, as shown in Standard 9.5. Quality assurance processes (see Standard 1.4) ensure that continuous improvement and feedback from students are key drivers, and any delivery issues are swiftly identified and addressed. Recognising the risks of relying solely on student feedback as a measure of the quality of teaching, an institutional Peer Review programme is in the process of being rolled out. This will provide twice yearly opportunities for staff to trial new approaches to teaching and to gather feedback from their peers. Annual programme and whole institution level INSET days provide practical training across a variety of aspects of teaching practice including assessment design; how to give feedback; learning design and student engagement. Academic staff also provide tutoring support to students. To enable them to support students confidently, dedicated resources have been developed and made available via the VLE to enhance success of this student support network

9.2.3 Description of the formal programme for the selection, recruitment and training to perform their specific duties (including continuing education) of the support staff

Support staff are recruited and selected using the same HR processes, job description and person specification as academic staff and are also required to pass a probationary period.

9.2.4 Prospected number of FTE teaching and support staff of the veterinary programme for the next 3 academic years

Future student numbers are planned for several years in advance, and variation from year to year is usually low. Following the inescapable increase of student numbers due to government regulations related to the pandemic, the VEE's student intake numbers were reduced back to pre-pandemic levels several years ago. Student numbers are not intended to grow significantly beyond current

levels with the prospective number of FTE teaching and support staff required to deliver the programme also being expected to remain relatively constant.

9.2.4 Description of the formal rules governing outside work, including consultation and private practice, by staff working at the VEE

Staff wishing to undertake work outside the VEE, including consultation and private practice, both paid and unpaid, must obtain written permission from their Head of Department. Before granting permission, the Head of Department liaises with the line manager of the member of staff to ensure that it can be accommodated without a negative impact. Typically, requests for such external work are expected to provide tangible benefits to the VEE as well as the individual.

Standard 9.3 Staff must be given opportunities to develop and extend their teaching and assessment knowledge and must be encouraged to improve their skills. Opportunities for didactic and pedagogic training and specialisation must be available. The VEE must clearly define systems of reward for teaching excellence in operation. Teaching positions must offer the security and benefits necessary to maintain the stability, continuity, and competence of the teaching staff. Teaching staff must have a balanced workload of teaching, research and service depending on their role. They must have reasonable opportunities and resources for participation in scholarly activities.

9.3.1 Description of the peculiarities of the work contract for teaching staff (e.g. permanent versus temporary, balance between teaching, research and services, continuing education.)

The VEE captures details of how academic staff spend their time at work through a Workload Allocation Management System (WAMS). All academic staff contribute to an annual collection of workload allocation data. These data are then reviewed by Heads of Department for completeness, accuracy and consistency. Any individuals with outlier allocations meet with their Heads of Department to resolve irregularities. These agreed allocations enable each head of department to have a complete picture of their academic workforce's scholarly efforts. The system documents the hours each staff member spends on teaching, research, clinical and other scholarly endeavours, including related management activities; thereby allowing robust, evidence-based management conversations regarding workload and priorities. As well as Heads of Departments reviewing the data, the Deputy Principal of the VEE and the Director of Human Resources also oversee the Workload Allocation Management System's data to ensure the effective management of staff workload is consistent across academic departments and remains integral to the VEE's people and resource planning processes.

The management of workload allocation enables the VEE to balance activity according to individuals' strengths and thereby maximise the aggregate productivity of the institution, whilst also ensuring a reasonable and desirable balance for individuals allowing them maximum opportunities to achieve their career objectives. To ensure an individual's overall workload is not excessive, they should also consult with, and seek permission from, their Head of Department if wishing to undertake additional work outside the VEE.

Standard 9.4 The VEE must provide evidence that it utilises a well-defined, comprehensive and publicised programme for the professional growth and development of teaching and support staff, including formal appraisal and informal mentoring procedures. Staff must have the opportunity to contribute to the VEE's direction and decision-making processes. Promotion criteria for teaching 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.

9.4.1 Description of the programmes dedicated to teaching and support staff for:
-) their professional growth and development
-) the appraisal and promotion procedures
-) the mentoring and supporting procedures
-) their implication in the decision-making processes

All academics have an annual review. As mentioned in Standard 9.3 those academics on probation

or seeking promotion to the level of senior lecturer or above have an Individual Career Plan (ICP); all other staff members have an annual appraisal. The staff development programme and the appraisal process both aim to support the theme of the strategic plan to 'evolve, innovate and improve'. The appraisal format aims to provide structure and consistency to the appraisal discussion, reviewing the past to help inform future aims, development and support.

The review section of the appraisal includes achievements, learning and development opportunities and difficulties encountered over the previous twelve months. For all academic staff, it specifically covers a range of scholarship (teaching and learning, research, clinical), leadership, management and administration, peer review and external activities such as community engagement. This informs the discussion and the 'coming year' section, which looks at key expectations, development and support as well as career aspirations. The system also asks those that are managers how they develop and support their appraisees.

There is a wide programme of staff development activities including several external and internal leadership programmes, the most recent being, 'Exploring Organisational Leadership'. All managers new to the VEE or newly promoted into management roles are required to attend a Management Development Programme (MDP), consisting of a wide range of courses and peer learning. There are short courses, e-learning and webinars with topics including management and leadership, Microsoft Office/digital skills, various Equality, Diversity and Inclusion (EDI) topics, personal development, researcher support, health and safety and wellbeing. The VEE has developed a coaching network and are part of a cross-HEI shadowing scheme. Additionally, it provides mentoring training and resources to support informal mentoring good practice. There is a staff development advisory group with representation from across staff groups and departments. The VEE is guided by the HR Strategy and Operational Plan and action plans from a range of kitemarks that have been achieved as an institution (e.g. Athena Swan Bronze), as well as feedback and appraisal information. The provision is endorsed by holding the Association of University Administrators (AUA) (now the Association of Higher Education Professionals (AHEP)) Mark of Excellence, and the HR Excellence in Research awards, which both look at staff development practice and impact.

The VEE has defined promotion processes and criteria for its academic staff. Academic promotions are managed in two categories i) Academics (Teaching Fellows, and Lecturers - all levels) and ii) Senior Academics (Readers/Associate Professors and Professors). All VEE academics are affiliated with an academic track, which aligned with the individual's specialist role, will determine the split of teaching, research, clinical teaching and scholarly duties the individual is required to perform. On the VEE's staff intranet there are explicit, detailed and best practice criteria for each academic track within the VEE at:

- Academic Teaching Fellow-all levels (https://rvc.uk.com/ac-prom-crit-tfm)
- Lecturer and Senior Lecturer (https://rvc.uk.com/ac-prom-crit-lec) and
- Senior Academic levels (Academic Clinician pathway (https://rvc.uk.com/ac-prom-critclin)
- Research and Teaching Non-Clinical pathway (https://rvc.uk.com/ac-prom-crit-res).

Standard 9.5 A system for assessment of teaching and teaching staff must be implemented on a cyclical basis and must formally include student participation. Results must be communicated to the relevant staff and commented upon in reports. Evidence must be provided that this system contributes to correcting deficiencies and to enhancing the quality and efficiency of education.

9.5.1 Description of the formal system in place for assessing the teachers by the students

9.5.2 Description of how (procedures) and by whom (description of the committee structure) the strategy for allocating, recruiting, promoting, supporting and assessing teaching and support staff is decided, communicated to staff, students and stakeholders, implemented, assessed and revised

The organogram in Appendix 9.5a shows teaching staff development at the VEE. Newly appointed members of teaching staff undertaking the PGCert Vet Ed must undergo an observation of their teaching when studying for the qualification. The PGCert Vet Ed ensures that new teaching staff have an understanding of pedagogy, good teaching skills and a knowledge of how to apply those specifically in veterinary education. The new peer review scheme brings together teaching staff from across the VEE to review, reflect on and discuss live teaching, assessments or teaching

materials on an annual basis. Topics are generated from student feedback or Annual quality improvement reviews. Teaching staff are encouraged to look at all types of teaching materials and delivery through the lens of the peer review scheme. Participating staff are asked to use outputs from peer review to actively plan teaching in subsequent years. They are also encouraged to discuss the outcomes of peer review in appraisals, and to use it as evidence when applying for Advance HE Senior Fellowship and as part of their applications for promotion. The peer review scheme is offered twice a year so that staff can have feedback on teaching when applying for promotions. In future, participation in the peer review scheme will be mandatory for all staff involved in teaching.

As part of the annual module/strand reviews, students' opinions are sought on the quality of teaching providing an opportunity for students to comment on assessment, teaching and feedback opportunities. Action plans are created as a result of the reviews, and these may feed into topics that staff explore in peer review. Student feedback is captured on an ongoing basis in real time using interactive tools such as Padlet boards and Mentimeter polls. Staff take these into account when reviewing their strands. Due to the many ways in which global feedback is received from students on the quality of the teaching they receive, there are plans for the expanded peer review process to contribute to a thorough investigation of any teaching issues which staff face. This ensures that feedback on teaching issues includes the articulation of the issue, observation, discussion and an action plan. This process of receiving targeted feedback from peers will maximise the quality of the feedback and minimise any bias that may occur in student feedback processes.

Student feedback is part of the annual improvement cycles and feeds into classroom innovation. This is achieved through the CMC (see Standard 1.6) and also through Student Panels, These provide an opportunity to gather feedback on a new method of teaching or other aspects of the curriculum, which can then be used as part of the consideration for a proposed curricular change at the CMC. They also ensure that the students' voice is taken into account for any proposed changes to teaching or to support services.

Students are also asked for their opinion on the quality of teaching in the national student survey (NSS). Each year the VEE scores well in the category of teaching as shown by the 2024 results shown in Appendix 9.5b compared to the sector. The Student Barometer is another external survey which asks students about their satisfaction with the overall learning experience. The VEE consistently scores above the UK sector average scores as shown in Appendix 9.5c.

This list of current teaching staff (https://rvc.uk.com/teaching-staff-listing), shows qualifications, FTE status, teaching responsibilities and departmental affiliations.

Comments on Area 9/ Suggestions for improvement in Area 9

The VEE has recently established a Staff Teaching Quality Working Group, at the request of the Teaching Quality Committee, to consider alternative mechanisms for evaluating and assuring the staff teaching quality. This group reviews all of the ways that the VEE promotes excellence in teaching including staff training, ongoing staff development; continuous improvement of curricular design and delivery; the use of the student voice to drive continuous improvement and the recognition and reward of teaching excellence. The Peer Review of teaching process outlined above will be expanded to offer this opportunity to greater numbers of teaching staff more frequently and become integral to the continual efforts to improve.

There are plans to accredit a CPD scheme for Senior and Associate Fellowship to provide recognition for ongoing development of the VEE's staff involved in different roles that support the educational mission.

Area 10. Research programmes, continuing and postgraduate education

Standard 10.1 The VEE must demonstrate significant and broad research activities of teaching staff that integrate with and strengthen the study programme through research-based teaching. The research activities must include veterinary basic and clinical sciences. Evidence must be provided that most teaching staff are actively involved with research programmes (e.g. via research grants, publications in congress proceedings and in peer-reviewed scientific journals).

10.1 How the research activities of the VEE and the implication of most teaching staff in it contribute to research-based veterinary education

The majority of academics at the VEE are actively engaged in research, both clinical and non-clinical, as evidenced by an 85% return at the last Research Excellence Framework (REF) in 2021). The REF is the UK's system for assessing the excellence of research conducted by UK higher education institutions and informs future allocation of funding for research. The proportion of time each member of academic staff is expected to dedicate to research is usually outlined in their contract at the time they are appointed. This may be modified in discussion with their line manager or Head of Department at annual appraisal. Expectations for research outputs and income generation will be greater for those members of staff with greater proportions of their time dedicated to research.

Throughout the BVetMed programme, teaching staff incorporate relevant research into their lectures, Directed Learning sessions (DLs) and clinical rounds in Core Clinical Training (CCT), thus ensuring that the curriculum remains current and relevant to the needs of the profession and other stakeholders. Academics reference important publications that underpin their teaching and encourage students to study these original sources to attain a deeper understanding of the subject. A specific example is that clear reference is made to the ACVIM consensus statements on canine mitral valve disease (https://rvc.uk.com/pub-ex-cmvd) and feline cardiomyopathies (https://rvc.uk.com/pub-ex-fc) during teaching in the cardiovascular strand in the third year of the BVetMed. For those students who choose to undertake an elective rotation in cardiology, these papers are revisited in the cardiology rotation including discussion with a member of academic staff during rounds.

The research interests and outputs from academic staff underpin many undergraduate and postgraduate projects including BVetMed final year research projects (RP), master's degrees and PhDs.

The LIVE Centre at the Hawkshead Campus is dedicated to research and development in veterinary education with a vision to transform the veterinary profession by developing students as lifelong, independent learners from their undergraduate years to retirement. The LIVE team focuses on developing and evaluating new methods and tools for assessment outputs, which directly influence teaching and assessment within the College and in the wider profession.

In summary, the high-quality research output of staff at the VEE forms the bedrock of its undergraduate and postgraduate teaching ensuring its continued significance to the profession and other relevant stakeholders.

Table 10.1.1 lists the major funded research programmes in the VEE, which were ongoing during the last complete academic year prior to the visitation.

In the interests of brevity, this table includes only research programmes where total funding is over £100,000

Scientific topics	Grant/yr (£)	Duration (Yrs)
Organ-on-a-chip	74,667	3
Integrating clinical, data-driven and in-vitro approaches to the study of host-pathogen interactions in bovine digital dermatitis	152,333	3
Ecology and biology of HPAIV H5 (Kappa-Flu) (Understanding the connectivity and dynamics of avian influenza in wild birds, poultry and the environment)	219,654	3
Flu:Trailmap	165,061	3
Protecting pigs from enzootic pneumonia: rational design of safe attenuated vaccines	153,432	3

BBSRC Institute Strategic Programme: Microbes and Food Safety Partner Grant.	219,331	3
Comparative host and species-specific immune responses of macrophages infected with zoonotic Leptospira interrogans	102,541	3
Sustainable and Healthy Food Systems 2 (SHEFS 2)	101,736	3
Feline Infectious Peritonitis: how is susceptibility programmed into the feline immune system?	94,665	3
Aetiopathogenesis and genetic architecture of recurrent exertional rhabdomyolysis (RER) in UK Thoroughbred horses	89,325	3
Optimized dosing regimens for the combinations of sulfonamides and trimethoprim in veterinary medicine	88,222	3
The Association Between Intestinal Fibrosis and Dysregulation in the Systemic and Intestinal Renin-Angiotensin-Aldosterone System in Dogs with Chronic Enteropathy	82,411	3
MRC Transition Award: Genes and Environment in Diabetes Mellitus: A multi-species approach	68,663	3
RVC and LifeARC Industry Fellowship 2022	56,480	3
Expression of carbohydrate-based antigens from Theileria parva by bacterial vectors and assessment of immunogenicity in a mouse model (extension)	44,460	3
West African One-Health-Actions for Understanding, Preventing and Mitigating Outbreaks	41,228	1
Fibrosis: the forgotten villain in feline hypertrophic cardiomyopathy	39,266	3

Standard 10.2 All students must be trained in scientific methods and research techniques relevant to evidence-based veterinary medicine and must have opportunities to participate in research programmes.

10.2.1 Description of how (undergraduate) students: -) are made aware of the importance of evidence-based medicine, scientific research and lifelong learning; -) are initiated into bibliographic search, scientific methods and research techniques, and the writing of scientific papers

10.2.2 Description of how undergraduate students are offered to participate in research programmes on a non-compulsory or compulsory basis

Training in quantitative and qualitative scientific methodology relevant to evidence-based medicine lies at the core of the curriculum at the VEE. The goal is to equip all graduates with a grounding in scientific approach and reasoning that will enable them to develop skills to critique scientific papers, understand data collection and analysis, evaluate results in the context of published information as well as learning scientific writing skills. This utilises traditional and artificial intelligence (AI) based skills. These skills are fundamental to the student's educational development, enabling a deeper understanding of the principles of evidence-based veterinary medicine throughout the curriculum and beyond when they engage in lifelong learning.

These aims are achieved principally through the Scholarship and Evidence-Based Veterinary Medicine (SEBVM) strand which spans all five years of the BVetMed programme. The strand was a specific innovation of the new curriculum and is designed to introduce relevant concepts in a logical, cumulative and integrated manner through formal lectures, DLs, and summatively assessed assignments. Summative assessments within the curriculum that are directly related to this strand include a second year critically appraised topic report (CATR) and a fourth/final year research project (RP). By the time of graduation, the VEE is confident that its veterinary graduates have developed an understanding of evidence-based scientific methodology and critical analysis.

In Years 1-2 of the BVetMed, students receive teaching and tutorials on how to perform a literature

search and develop academic writing skills. Lectures on information quality, plagiarism, referencing and generation of databases are also provided. Furthermore, in Year 2, students attend lectures on population skills and statistical analysis and two DLs on Statistics and Data Analysis.

Assessment is aligned with the teaching, rewarding students for demonstrating critical analytic skills and encourages proficiency in scientific writing. In Years 1 and 2, end of year assessment includes students answering questions on an original research paper. The paper will have been provided at least a week prior to the examination to give students time for reading and critical appraisal. In BVetMed Year 1 students submit a 2000-word extended essay on a scientific topic of their choosing. This is formatively assessed, and feedback is provided. In Year 2 the students are required to submit a summatively assessed 4000 word CATR. Each student critically evaluates 6-10 peer reviewed papers on a scientific research area of their choice, allowing them to demonstrate their scholarship and understanding. The writing of the CATR is student-led but supported through the tutor system and the Study Skills department. Clear guidance on CATR and related information is found on the SEBVM related pages of the VEE's VLE Students who join the BVetMed via the GAB pathway are already graduates with a bachelor's degree and therefore will have prior experience of critical analysis of scientific literature. They converge with students from BVetMed Years 1 & 2 in the third year of the SEBVM strand and undergo the same teaching in Years 3, 4 and 5, with the same expectation to complete a research project or critiqued scientific review (CSR).

In Year 3, students engage in evidence-based veterinary medicine sessions formed of study design elements aimed at preparing the students for the research project/CSR undertaken in the last two years of the course (see below). These elements comprise teaching on evidence-based veterinary medicine, study design, understanding and interpreting measures of performance for diagnostic tests and two DLs on critical evaluation of scientific literature. Together this teaching ensures the students have a robust foundation in the skills needed to successfully complete their research project or CSR in the last two years of the programme.

10.2.3 Description of the minimum requirements for the graduation thesis (Master dissertation), its supervision and its assessment

In Years 4 and 5, all students undertake a mandatory research project, which forms a key component of their final year rotation cycle where eight weeks (two blocks of four weeks split by a break) are protected within the timetable for this research activity. Students can choose from a more traditional qualitative or quantitative research-based project or perform a CSR, which requires them to answer a research question/hypothesis using a 'PICO' format to determine the level of evidence of their chosen publications. A successful CSR will require initial assessment of at least 60 publications, many of which are removed once exclusion criteria are applied leaving about 15-20 publications to be fully critiqued. Inclusion of this research-based assignment in the curriculum ensures the BVetMed programme achieves Level 7 of the UK Framework for Higher Education Qualifications, equivalent to a master's degree. The project is the sole component of the BVetMed Finals Part 3 exam and students must pass this before they can graduate. Successful completion of the RP or CSR requires demonstration of comprehensive understanding of research methodology including generation of a refined research question, data acquisition and analysis, ability to critique relevant literature, demonstrate an understanding of the ethical review process and display good scientific writing skills. The majority of students choose the eight-week option to complete their project. However, students who have a particular interest in research can undertake a fourteen-week (often laboratory-based) project by adding an extra six weeks from elective rotations.

Students can choose topics for their research project from very broad areas including companion animal (CA) and farm production animal veterinary studies as well as environmental themes, mental health, ethics, biomechanics, education, pathological studies and beyond. The external examiners for Finals Part 3 frequently comment on the quality of the projects. Many students go on to present their data at national and international conferences and are included as authors on scientific publication based wholly or partially on their research projects. Other opportunities for BVetMed students to engage with research include intercalating to obtain a BSc at the end of the second year. A popular option has been the Comparative Pathology course, which includes a five-month research project which can be performed within the VEE, at another university or at a dedicated research institute.

The VEE is confident that the innovative longitudinal approach across all years of the course ensures that all its graduates are well trained in scientific method and research techniques and therefore have a good understanding of evidence-based veterinary medicine and have had opportunities to participate in research programmes.

Standard 10.3 The VEE must provide advanced postgraduate degree programmes, e.g. PhD, internships, residencies and continuing education programmes that complement and strengthen the study programme and are relevant to the needs of the profession and society.

The VEE provides a range of advanced postgraduate degree programmes, including MSc, MVetMed, MRes, clinical and basic science PhDs, internships and residencies across many veterinary specialties detailed in Tables 10.3.1-10.3.3.

Table 10.3.1. Number of students registered on postgraduate clinical training programmes

Training:	2023/24	2022/23	2021/22	Mean
Interns:				
Companion animals	15	16	16	16
Equine	7	5	5	6
Production animals	7	6	5	6
Total	29	27	26	27
Residents:				
EBVS disciplines (specify)				
Anaesthesia & Analgesia	8	7	7	7
Anatomic Pathology	5	5	4	5
Cardiology	3	3	3	3
Clinical Pathology	4	4	3	4
Dermatology	2	2	2	2
Diagnostic Imaging	7	6	6	6
Emergency & Critical Care	9	9	8	9
Equine Medicine	2	3	3	3
Equine Sports Medicine & Rehabilitation	1	1	0	1
Equine Surgery	2	2	2	1
Exotics	1	1	1	1
Internal Medicine	9	9	9	9
Neurology & Neurosurgery	5	5	5	5
Oncology	3	4	3	2
Ophthalmology	3	3	3	3
Production Animal	3	4	2	3
Surgery	6	6	5	6
Wildlife Population Health	1	1	1	1
Zoo Health Management	2	2	1	2
Total	76	75	68	73

Table 10.3.2. Number of students registered on postgraduate research training courses (including those with dormant or writing up status)

Degrees:	2023/24	2022/23	2021/22	Mean
PhD	134	142	146	140.67
Others (specify) MRes	12	9	11	10.67
Visiting students	13	14	6	11
Total	167	178	184	176.33

Table 10.3.3. Number of students registered at other postgraduate programmes in the VEE but not related to either clinical or research work (including any external/distance learning courses)

Programmes:	2023/24	2022/23	2021/22	Mean
Distance Learning Programmes (inc VEPH & LHP and 240/50/35 hour short courses)	73	84	103	87
Master of Science in One Health: ecosystems, humans and animals	23	17	21	20
Master of Science in Veterinary Education	28	30	30	29
Master of Science in Veterinary Epidemiology	13	6	16	12
Master of Science in Wild Animal Biology	15	16	18	16
Master of Science in Wild Animal Health	0	4	9	4
Postgraduate Diploma in Veterinary Education	31	16	19	22
Postgraduate Certificate in Advanced Veterinary Nursing	13	10	14	12
Postgraduate Certificate in Veterinary Clinical Studies	0	2	5	2
Postgraduate Certificate in Veterinary Education	44	45	48	46

All interns (Junior Clinical Training Scholars) at the VEE are enrolled on the Postgraduate Diploma in Veterinary Clinical Practice (PGDipVCP, a Level 7 qualification). This is a twelve month course designed to align with the training goals of the VEE's internship programmes. There are Small Animal, Equine, farm production animal, Exotics and necropsy pathways. To achieve the qualification, interns must complete and pass four modules during the year, assessed through a combination of written case reports and workplace-based assessments.

The VEE trains a large number of clinical specialists across a wide range of clinical specialties. An average of twenty five residents are recruited annually, meaning that approximately seventy five residents are in training at any one time. All clinical residents (Senior Clinical Training Scholars) are enrolled in a Master of Veterinary Medicine (MVetMed) degree. This is a three-year (36 month) course (180 credit, level 7 qualification), which focuses on the knowledge, research and clinical aspects of the relevant specialty in three discrete modules of 60 credits each. The MVetMed training and assessment align with the relevant specialist board requirements and examinations for those undertaking either an American Board of Veterinary Specialties (ABVS) or European Board of Veterinary Specialisation (EBVS) residency training programme. To achieve the MVetMed students must fulfil the requirements and pass the modules for each year of their residency. Clinical assessment involves work-placed based assessments, research assessment involves poster presentation, oral presentations, written assessment and a viva relating to the project while knowledge is assessed by multiple choice questions (MCQ) (written in the style appropriate for specialist board examinations).

The extensive research programmes at the VEE provide excellent PhD (https://rvc.uk.com/PhD-Studentship) and MRes (https://rvc.uk.com/mres) training opportunities for veterinary and biological science graduates and address both basic and clinical problems in the biosciences, with applications in veterinary and human medicine. Postgraduate research opportunities span cell and molecular science, whole animal physiology and population medicine.

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

Most residents and interns work within clinical and para-clinical service areas where BVetMed students are taught as part of their CCT. Typically interns and residents will work as part of a clinical team which will also include members of faculty, providing education for veterinary undergraduates. In recognition of their important role in teaching, residents must complete the online Teaching & Learning in Higher Education (TLiHE) course within twelve months of starting their Residency. Senior residents with an interest in teaching may be encouraged to participate in teaching sessions earlier in the course, for instance as facilitators in directed learning and case scenarios. Sufficiently high case numbers are seen across the clinical areas to allow residents, interns and BVetMed students to work alongside each other with identified roles in the clinical team and avoid conflicts arising in case management.

10.3.2 Description of how the continuing education programmes provided by the VEE are matched to the needs of the profession and the community

The Continuing Professional Development (CPD) department offers high quality independent CPD for veterinarians and nurses from many areas of clinical practice. These CPD options include tutor-moderated intensive online learning, interactive online lectures, onsite ultrasound workshops or practical hands-on courses. Table 10.3.4 shows the total number of attendees on courses provided during the last three academic years.

10.3.4 Number of attendees to continuing education courses provided by the VEE

Courses:	2023/24	2022/23	2021/22	Mean
Detailed in CPD Brochure https://rvc.uk.com/attendees-ce-courses	2915	3323	4153	3464

Standard 10.4 The VEE must have a system of QA to evaluate how research activities provide opportunities for student training and staff promotion, and how research approaches, methods and results are integrated into the study programme.

10.4.1 Description of the mechanism used by the VEE to ensure that its research activities contribute to research-based education

A specific curriculum strand now unites related, but previously disparate aspects of teaching in this area: the Scholarship and Evidence-Based Veterinary Medicine Strand (SEBVM). This (and therefore the learning and assessment activities undertaken by students as part of this strand) is subject to the same quality assurance procedures as all parts of the course. Sources of information that are used to inform the review of the strand include student feedback on teaching, student achievement in assessments and input from external sources, such as external surveys and external examiners' reports. Where specific assessment activities are linked to the SEBVM strand, these are reviewed by internal and external examiners (see Standard 8.3 above). External examiners are asked to comment on the appropriateness of the level of the work produced by students and often praise the standard of work students produce for their final year projects.

The maintenance of currency in teaching is a specific aim of annual review and the larger, less frequent periodic review process. Specific questions are raised about possible omissions, duplications or redundancies in teaching. Periodic review requires course teams to reflect on how they keep the content up to date and therefore obliges teachers to ensure that significant recent research developments are incorporated into their teaching.

10.4.2 Description of how (procedures) and by whom (description of the committee structure) research, continuing and postgraduate education programmes organised by the VEE are decided, communicated to staff, students and stakeholders, implemented, assessed and revised

The overall responsibility for management of the portfolio of taught postgraduate courses resides with LTAC. Management of individual postgraduate courses is undertaken through CMCs and day-to-day running of individual courses is the responsibility of course directors.

Research strategy is led by the Vice Principal for Research and Innovation and managed by the Research and Innovation Committee. A new institutional Research and Innovation Strategy (https://rvc.uk.com/research-and-innovation-strategy) has recently been published. Research degrees (Master's in Research and PhD) are managed by the Research Degrees Committee. Both RIC and RDC report to the Academic Board.

Internal monitoring of research quality and productivity is achieved with metrics such as research grant income and the number and quality of research outputs, including publications and patents. A list of scientific publications from the VEE's teaching staff in peer-reviewed journals during the last three academic years can be found in this link https://rvc.uk.com/staff-sci-pubs.

External monitoring of research quality is achieved through periodic national review processes such as the REF, which found the VEE to be the UK institution with the greatest research 'power' in the "Agriculture, food and veterinary sciences" unit of assessment in the most recent evaluation (https://rvc.uk.com/ref-21-ag-food-vet-sci).

Communication to staff, students and other stakeholders regarding the VEEs research, continuing and postgraduate education programmes is achieved by various means including through e-mail, regular seminars, announcements on the intranet, via the VEE's website and through the postgraduate and CPD prospectuses.

Comments on Area 10/Suggestions for improvement in Area 10:

The VEE has a substantial majority of academic staff who are research active. Research related expectations of staff are made clear through employment contracts and annual appraisal. Success in research is rewarded through staff progression and promotion, alongside success in other academic endeavours.

"Research-informed teaching" is actively encouraged within the BVetMed programme and more widely within the VEE. Student understanding of, and exposure to, research is enhanced by the recent development of the innovative Scholarship and Evidence-Based Veterinary Medicine strand. All students engage in the critical appraisal of research literature and produce original work, which must be a suitable standard before they can graduate. As such the VEE is confident it meets the research standards and there are no significant areas for future improvement identified.

List of ESEVT Indicators

Name of the VEE: Royal Veterinary College

Name & mail of the VEE's Head: Professor Stuart

Reid Date of the form filling: Jan-25

	Raw data from the last 3 complete academic years	Year -1	Year -2	Year -3	Mean
1	n° of FTE teaching staff involved in veterinary training	320.96	301.68	274.96	299.20
2	n° of undergraduate students	1234	1245	1242	1240.33
3	n° of FTE veterinarians involved in veterinary training	274.72	253.38	239.43	255.84
4	n° of students graduating annually	291	291	289	290.3333333
5	n° of FTE support staff involved in veterinary training	701.39	668.51	640.54	670.1466667
6	n° of hours of practical (non-clinical) training	831.9	483	483	599.3
7	n° of hours of Core Clinical Training (CCT)	1086	1120	1126	1110.666667
8	n° of hours of VPH (including FSQ) training	201.2	160.5	181.5	181.0666667
9	n° of hours of extra-mural practical training in VPH (including FSQ)	45	35.5	41.5	40.66666667
10	n° of companion animal patients seen intra-murally	21,820	25,217	25,801	24279.33333
11	n° of individual ruminant and pig patients seen intra-murally	10	8	6	8
12	n° of equine patients seen intra-murally	1,057	1,305	1,434	1265.333333
13	n° of rabbit, rodent, bird and exotic patients seen intra-murally	2,479	3,236	2,901	2872.0
14	n° of companion animal patients seen extra-murally	27,480	29,435	29,472	28795.7
15	n° of individual ruminants and pig patients seen extra-murally	11,203	9,634	9,592	10143.0
16	n° of equine patients seen extra-murally	10,892	11,801	11,554	11415.7
17	n° of rabbit, rodent, bird and exotic patients seen extra-murally	1,921	2,520	2,479	2306.7
18	n° of visits to ruminant and pig herds	1,016	997	1,216	1076.3
19	n° of visits to poultry and farmed rabbit units	48	48	48	48.0
20	n° of companion animal necropsies	364	349	314	342.3
21	n° of ruminant and pig necropsies	1,646	1,595	1,596	1612.3
22	n° of equine necropsies	58	80	39	59.0
23	n° of rabbit, rodent, bird and exotic pet necropsies	377	375	361	371.0
24	n° of FTE specialised veterinarians involved in veterinary training	110.5	109.91	95.41	105.3
25	n° of PhD graduating annually	29	23	21	24.3

Name of the VEE: Royal Veterinary College

Date of the form filling: 20.01.25

	Calculated Indicators from raw data	VEE Values	Median values[1]	Minimal values[2]	Balance[3]
I1	n° of FTE teaching staff involved in veterinary training / n° of undergraduate students	0.241	0.15	0.13	0.115
I2	n° of FTE veterinarians involved in veterinary training / n° of students graduating annually	0.881	0.84	0.63	0.251
I3	n° of FTE support staff involved in veterinary training / n° of students graduating annually	2.308	0.88	0.54	1.768
I4	n° of hours of practical (non-clinical) training	599.300	953.50	700.59	-101.290
I5	n° of hours of Core Clinical Training (CCT)	1110.667	941.58	704.80	405.867
I6	n° of hours of VPH (including FSQ) training	181.067	293.50	191.80	-10.733
I7	n° of hours of extra-mural practical training in VPH (including FSQ)	40.667	75.00	31.80	8.867
I8	n° of companion animal patients seen intra-murally and extra-murally / n° of students graduating annually	182.807	67.37	44.01	138.797
I9	n° of individual ruminants and pig patients seen intra-murally and extra-murally / n° of students graduating annually	34.963	18.75	9.74	25.223
I10	n° of equine patients seen intra-murally and extra-murally / n° of students graduating annually	43.677	5.96	2.15	41.527
I11	n° of rabbit, rodent, bird and exotic seen intra-murally and extra-murally/ n° of students graduating annually	17.837	3.11	1.16	16.677
I12	n° of visits to ruminant and pig herds / n° of students graduating annually	3.707	1.29	0.54	3.167
I13	n° of visits of poultry and farmed rabbit units / n° of students graduating annually	0.165	0.11	0.04	0.121
I14	n° of companion animal necropsies / n° of students graduating annually	1.179	2.11	1.40	-0.221
I15	n° of ruminant and pig necropsies / n° of students graduating annually	5.553	1.36	0.90	4.653
I16	n° of equine necropsies / n° of students graduating annually	0.203	0.18	0.10	0.103
I17	n° of rabbit, rodent, bird and exotic pet necropsies / n° of students graduating annually	1.278	2.65	0.88	0.398
I18	n° of FTE specialised veterinarians involved in veterinary training / n° of students graduating annually	0.363	0.27	0.06	0.303
I19	n° of PhD graduating annually / n° of students graduating annually	0.084	0.15	0.07	0.014

1 Median values defined by data from VEEs with Accreditation/Approval status in May 2019

2 Recommended minimal values calculated as the 20th percentile of data from VEEs with Accreditation/Approval status in May 2019

3 A negative balance indicates that the Indicator is below the recommended minimal value

* Indicators used only for statistical purpose

ESEVT Indicator Comments

I4: The number of hours in the curriculum dedicated to ‘practical (non-clinical) training’ averaged over three years is low by comparison to the indicator (I4 ref). However, the indicator is an average of the last three years and the number of hours in the most recently reported year exceeds the minimum. This increase in the last year is a consequence of the discovery that this figure had been previously under-reported. On reviewing the descriptor for I4 only ‘non-clinical animal work’ was previously reported and ‘laboratory and desk-based work’ was not included. This has now been rectified. These hours will therefore remain high and above the minimum in future years.

I6: Over the last three years of delivery the average number of VPH teaching hours delivered has been 181.1, below the minimum for the indicator (I6). However, this has been during a period of flux associated with the curriculum revision. In the most recent complete academic year the number of hours was over 200 (and above the minimum for indicator I6). When the new curriculum is fully implemented and steady state is reached there will be 228 hours of VPH teaching in the curriculum.

I14: This indicator is below the minimum, but in rotation groups sizes of six to seven students, each student observes, participates in and/or records notes for an average of seven companion animal necropsies during their pathology rotation, providing good access and experience with companion animal necropsy.

Glossary & Abbreviations

ACVECC	American College of Veterinary Emergency and Critical Care
ACVIM	American College of Veterinary Internal Medicine
AHEMS	Animal Husbandry Extramural Studies
APHA	Animal and Plant Health Agency
APP	Access and Participation Plan
AQIG	Annual Quality Improvement Group
AQIR	Annual Quality Improvement Report
AVMA	American Veterinary Medical Association
AWERB	Animal Welfare & Ethical Review Body
BLPG	Blended Learning Project Group
BPF	Boltons Park Farm
BSAH	Beaumont Sainsbury Animal Hospital
BSU	Biological Services Unit
BVetMed	Bachelor of Veterinary Medicine
BVSc	Bachelor of Veterinary Science
CA	Companion Animal
CATR	Critically Appraised Topic Report
CBS	Comparative Biomedical Sciences
CCT	Core Clinical Training
CEC	College Executive Committee
CertHE	Certificate of Higher Education
c-EMS	Clinical Extramural Study
CMC	Course Management Committee
CRERB	Clinical Research Ethical Review Board
CSR	Critiqued Scientific Review
CSS	Clinical Science and Services
CTEP	Clinical Teaching and External Partnerships
CUC	Committee of University Chairs
DipHE	Diploma of Higher Education
DL	Directed Learning session
DOPS	Direct Observation of Practical Skills
EDI	Equality, Diversity and Inclusion
eDOPs	Electronic Direct Observation of Practical Skills
EMS	Extramural Studies
EPT	Elective Practical Training
ERH	Equine Referral Hospital
ESEVT	European System of Evaluation of Veterinary Training
F&GPC	Finance & General Purposes Committee
Folium	Students Online System for recording skills and placement reflections
FPA	Farm Production Animal
FSQ	Food Safety and Quality
FTE	Full Time Equivalent
GAB	Graduate Accelerated Bachelor of Veterinary Medicine
GRP	Good Research Practice
HACCP	Hazard Analysis and Critical Control Point
HEI	Higher Education Institution
IMR	Intramural Rotations
KPI	Key Performance Indicators
LBIC	London Biosciences Innovation Centre

LIVE	Lifelong, Independent Veterinary Education
LTAC	Learning, Teaching and Assessment Committee
LTASE	Learning Teaching Assessment and Student Experience
MCQ	Multiple Choice Questions
MDP	Management Development Programme
MRes	Master of Research
MVetMed	Master of Veterinary Medicine
NSS	National Student Survey
OfS	Office for Students
OOH	Out-of-Hours
OSCE	Objective Structured Clinical Examinations
PAG	Principal's Advisory Group
PebblePad	Online portfolio platform – Virtual Logbook
PEEP	Personal Emergency Evacuation Plans
PG Cert VetEd	Postgraduate Certificate in Veterinary Education
PPS	Pathobiology and Population Sciences
PVP	Principles of Veterinary Practice
QA	Quality Assurance
QAA	Quality Assurance Agency
QMHA	Queen Mother Hospital for Animals
RCVS	Royal College of Veterinary Surgeons
RDC	Research Degrees Committee
RIC	Research Innovation Committee
RIDDOR	Reporting of Injuries, Diseases and Dangerous Occurrences Regulations
RP	Research Project
SC	Safety Committee
SDC	Student Development Committee
SEBVM	Scholarship and Evidence-Based Veterinary Medicine
SEN	Special Educational Needs
SPD	Student Performance and Development Process
SRA	Student Record of Achievement
TEF	Teaching Excellence Framework
TLiHE	Teaching and Learning in Higher Education
TQC	Teaching Quality Committee
TRACI	Translational and Clinical Research Imaging
UCAS	University and College Admissions Service
UoL	University of London
VMCAS	Veterinary Medical College Application Service
VPH	Veterinary Public Health

ROYAL
VETERINARY
COLLEGE

Established in 1791, the RVC is the UK's longest-standing veterinary college - with a proud heritage of innovation in science, clinical practice and education.

Royal Veterinary College
University of London

APPENDICES

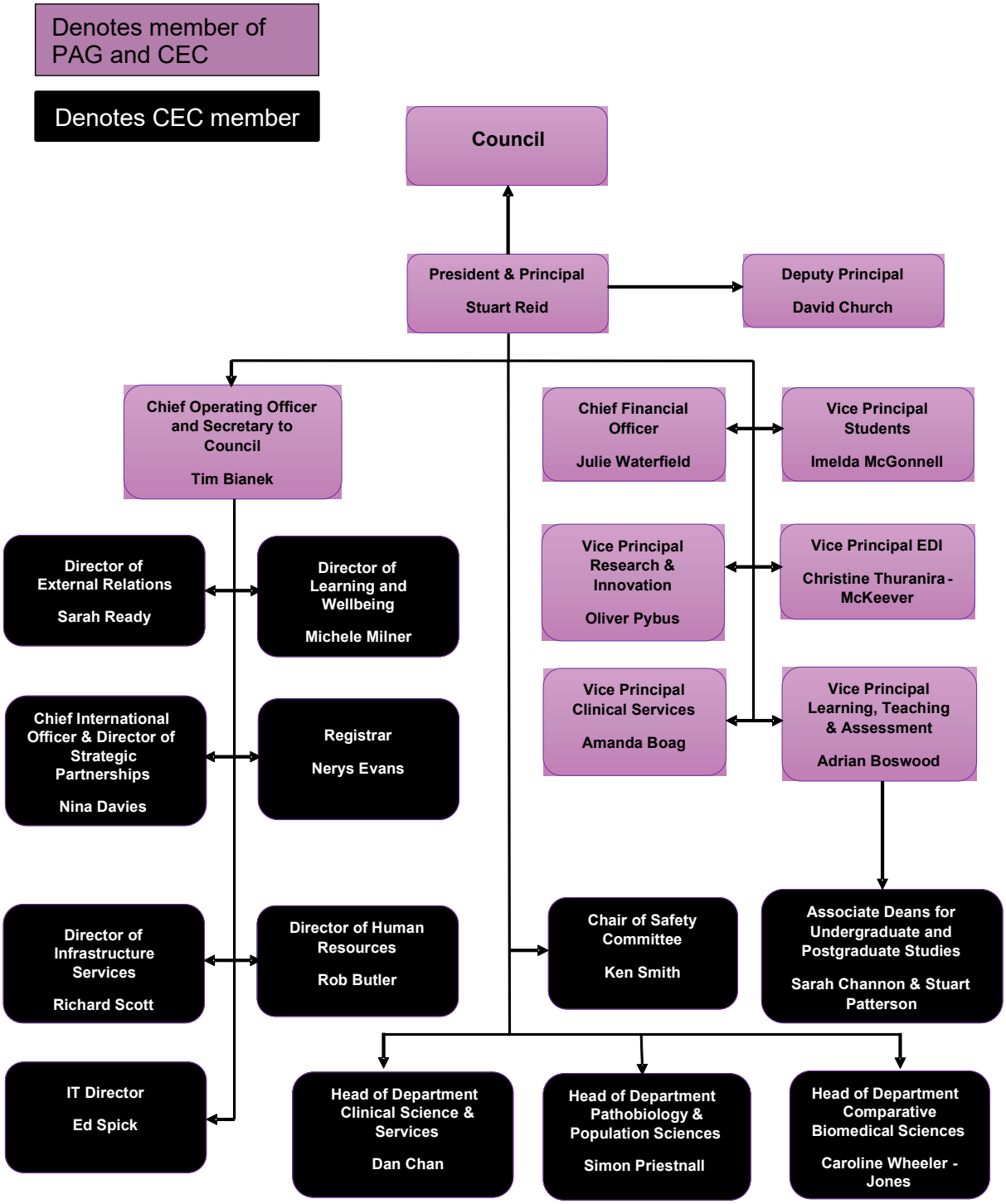
European Association of Establishments for Veterinary Education Accreditation visit

May 2025

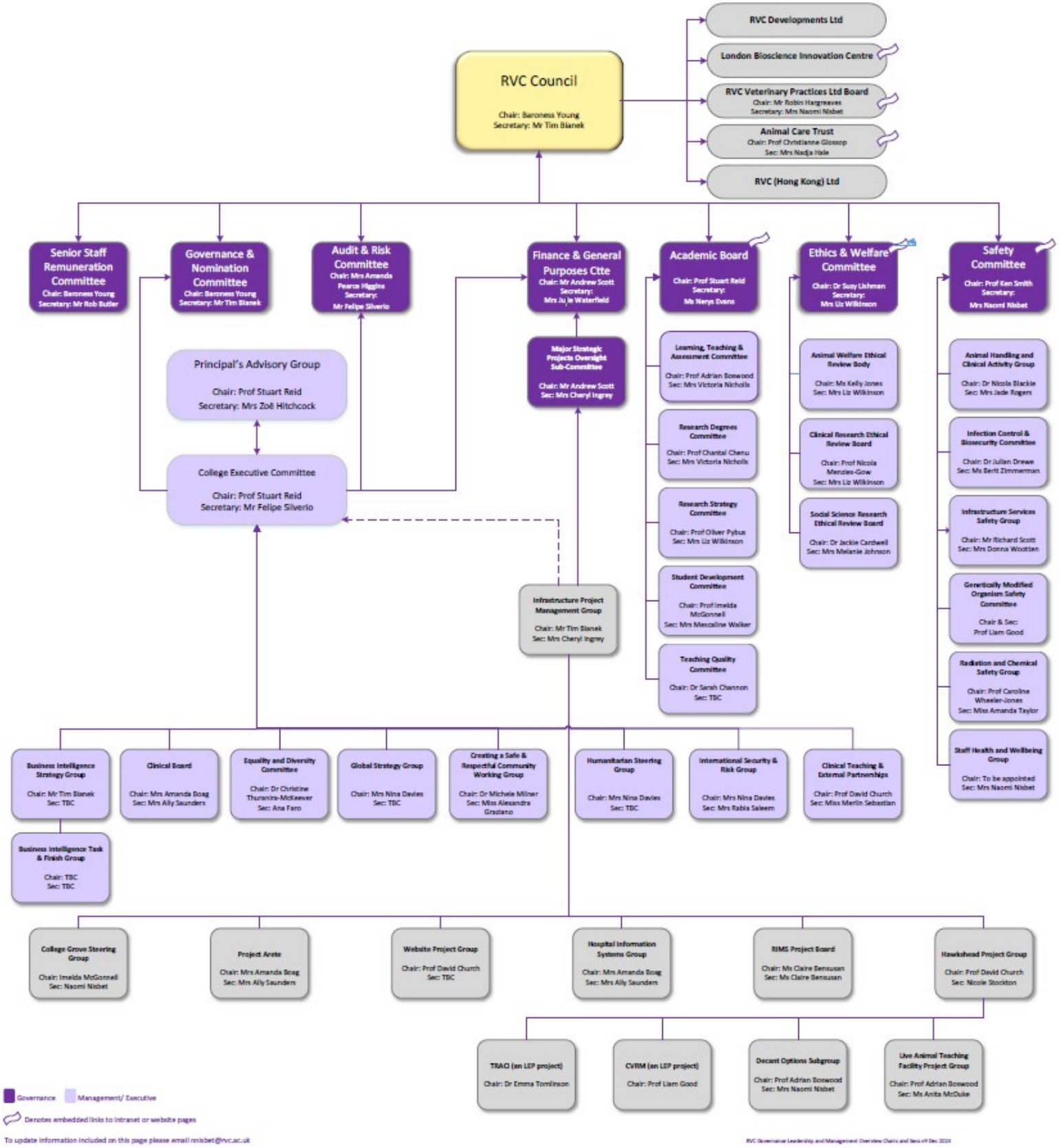
Contents

Area 1: Objectives, Organisation & Quality Assurance Policy

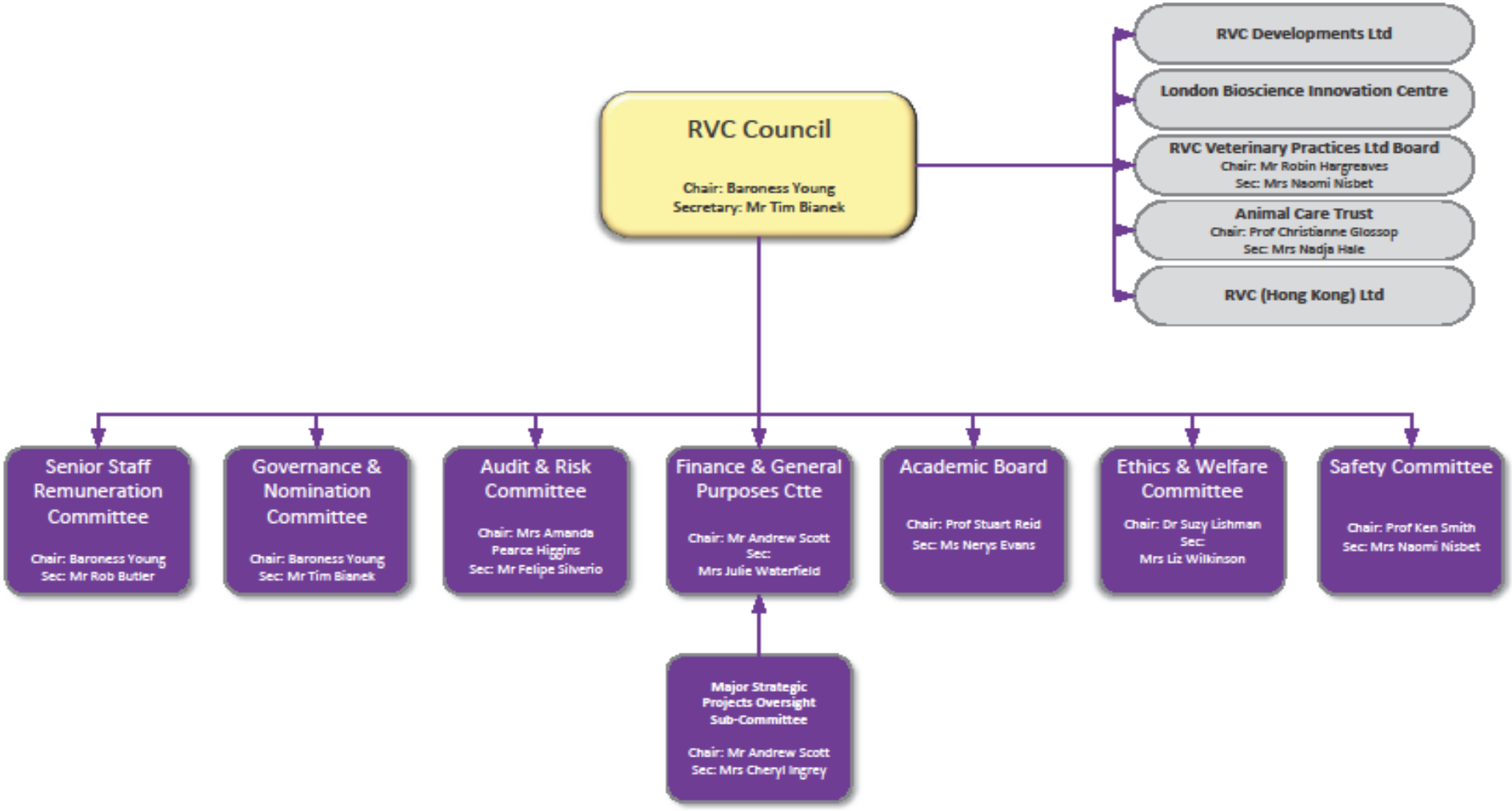
Standard 1.2a Organisation diagram



Standard 1.2b RVC Governance, Leadership & Management Overview

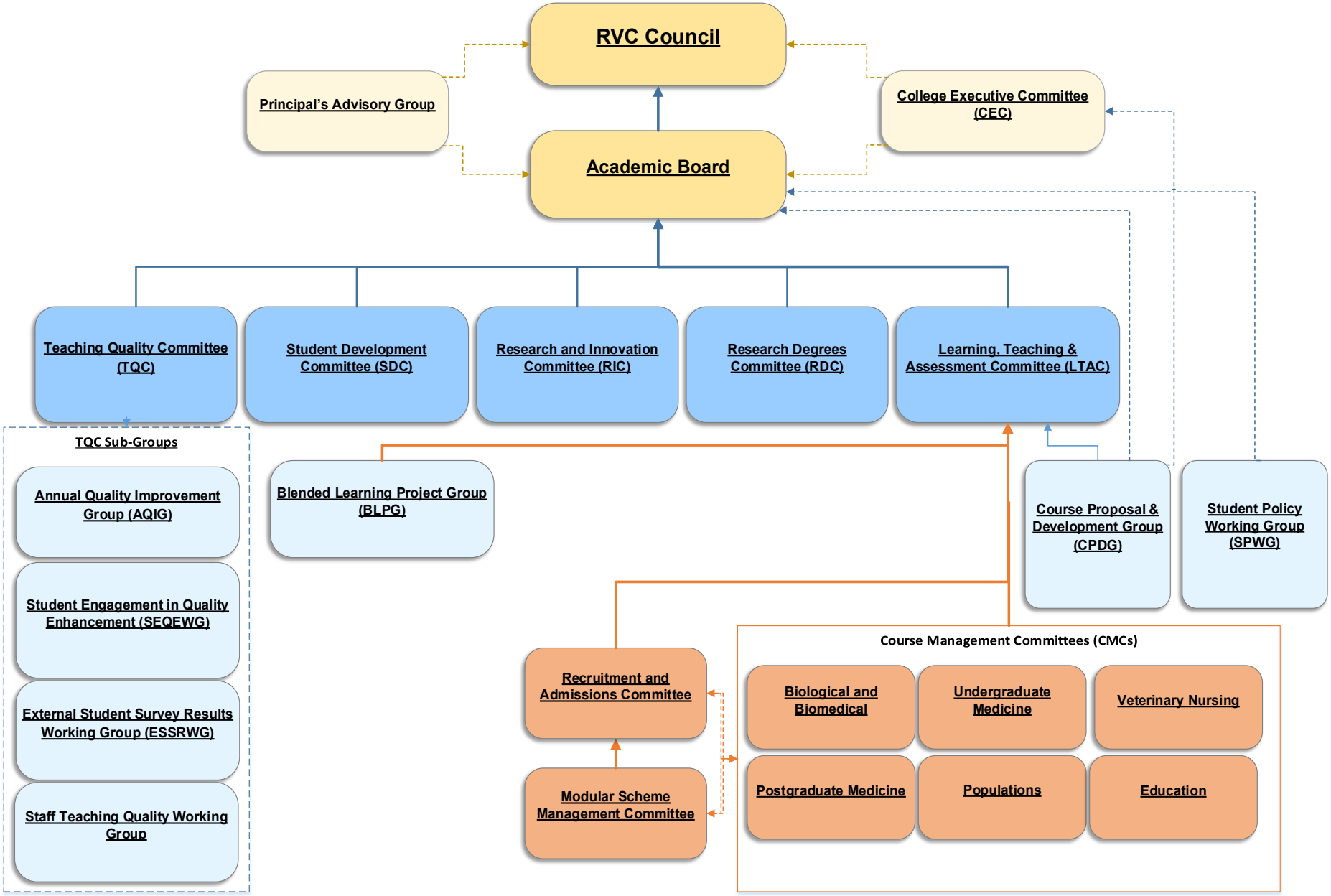


Standard 1.2d RVC Council Committee Structure Jan 25



RVC Council Committee Structure Governance extract V3 – Jan 2025

Standard 1.2e RVC Academic Committee Structure



Ms Amanda Boag
Vice Principal - Clinical Services
EA: Ally Saunders

- RVC Clinical Services

Prof Stuart Reid
President & Principal
Principal's Executive Officer: Zoe Hitchcock

Prof David Church
Deputy Principal
EA: Ally Saunders

Prof Adrian Boswood
Vice Principal - Learning Teaching & Assessment
PA: Naomi Nisbet

- Associate Dean: Undergraduate Teaching & Learning
- Associate Dean: Postgraduate Teaching & Learning

Prof Imelda McGonnell
Vice Principal - Students
PA: Naomi Nisbet

- Student Experience
- Student Engagement
- Access & Participation
- Students' Union

Prof Oliver Pybus
Vice Principal - Research & Innovation
PA: Liz Wilkinson

- Associate Dean: Research
- Associate Dean: Innovation
- Research Office

Dr Christine Thuranira-McKeever
Vice Principal - Equality, Diversity & Inclusion
Admin: Julie Thomas

- Equality & Diversity Committee

Mr Tim Bianek
Chief Operating Officer & Secretary to Council
EA: Cheryl Ingrey

- Governance
- Leadership of the Professional Services Department which includes:
  - Secretariat
  - Business Improvement Unit
  - Registry
  - Infrastructure Services Division
  - External Relations
  - Human Resources
  - Learning & Wellbeing
  - Intl Engagement & Strategic Partnerships

Mrs Julie Waterfield
Chief Financial Officer
EA: Roo Goodwin

- Finance Strategy and Strategic Financial Planning
- Major Capital Projects and External Financing
- Investment Funds
- Strategic Projects

Prof Caroline Wheeler-Jones
Head of Department Comparative Biomedical Sciences
PA: Amanda Taylor

- Anatomy Services
- Cellular Imaging Facility
- Laboratory Management
- Comparative Physiology and Medicine (CPM)

Ms Victoria Creed
Interim Director of Finance
EA: Roo Goodwin

- Financial Planning & Reporting
- Financial Services & Accounting
- Financial Systems
- Procurement
- Tax

Mr Ed Spick
IT Director

- Digital Transformation
- Data and Applications
- IT Services
- Cyber Security

Prof Simon Priestnall
Head of Department Pathobiology & Population Sciences
PA: Wendy Mace

- Animal Welfare, Science & Ethics
- Boltons Park Farm
- Farm Animal Health & Production
- Immunology, Parasitology & Microbiology
- Pathology & Laboratory Diagnostics
- Veterinary Epidemiology, Economics & Public Health
- Wild Animal Health & Biology

Prof Dan Chan
Head of Department Clinical Science & Services
PA: Vanessa Charlesworth

- Centre for Veterinary Nursing
- Clinical Skills Centre
- Continuing Professional Development Unit
- LIVE (Centre for Life-long Veterinary Education)
- RVC Equine - Equine referral hospital (ERH) and Equine practice (EP)
- Small Animal Hospitals (Queen Mother Hospital for Small Animals and Beaumont Sainsbury Animal Hospital)

Miss Nerys Evans
Registrar
EA: Emma Burgess

- Course Support
- Examinations
- Graduate School
- Quality Assurance
- Student Records & Finance
- Student Appeals, Complaints & Conduct

Mrs Nina Davies
Director of International Engagement & Strategic Partnerships
Admin: TBC

- Global Strategy Group
- Humanitarian Steering Group

Dr Michele Milner
Director of Learning & Wellbeing
PA: Mescaline Walker

- Advice Centre
- Careers & Employability
- Chaplaincy
- Educational Development
- Learning Technology & Innovation
- Student Performance & Development

Mr Rob Butler
Director of Human Resources
Admin: Lisa Stammers

- Employee Relations
- HR Operations
- HRIS, Pay & Reward
- Staff Development

Mr Richard Scott
Director of Infrastructure Services

- Infrastructure Development
- Infrastructure Operations
- IT Services & Systems
- Campus Services
- Library & Infrastructure Customer Services

Mrs Sarah Ready
Director of External Relations
Admin: Louise Lockwood

- Alumni Relations & Events
- Fundraising, ACT & Charity Governance
- Marketing & Communications
- Admissions
- Student Recruitment
- Widening Participation, Outreach & Community Engagement

Senior Executive Committees of the Royal Veterinary College

Denotes membership of Principal's Advisory Group (PAG) – Gold Team & College Executive Committee (CEC) – Silver Team

Denotes membership of College Executive Committee (CEC) – Silver Team

Photographs contain embedded links to intranet or website pages. Zoe Hitchcock is Secretary to PAG. Felipe Silverio is Secretary to CEC.

January 2025

Standard 1.2g List of CEC and PAG Credentials Final Jan 2025

College Executive Committee and Principal's Advisory Group

Full Name	Credentials
Adrian Boswood	MA VetMB MRCVS DVC DipECVIM-CA (Cardiology) FHEA
Amanda Boag	MA VetMB DipECVECC DipACVECC DipACVIM FHEA FRCVS
Tim Bianek	MEng CEng MICE MBA
Caroline Wheeler-Jones	BSc Hons; PhD; FHEA
Dan Chan	DVM, DipACVECC, DipECVECC, DipACVIM(Nutrition), MRCVS
David Church	BVSc PhD MACVSc FHEA MRCVS
Victoria Creed	BA (Hons) FCA GDL LPC
Imelda Mary McGonnell	PhD FHEA
Julie Waterfield	BA (Hons), CIPFA
Michele Milner	PhD, PFHEA
Nerys Evans	BA (Hons)
Nina Davies	MA, GDL, LPC
Oliver Pybus	BSc MSc Dphil MA FRS MAE
Richard Scott	BSc (Hons) CIOB
Rob Butler	BA (Hons), MSc
Sarah Ready	HND Chartered Director (institute of Directors)
Simon Priestnall	BSc (Hons) BVSc PhD PGC(VetEd) FHEA FRSB DipACVP FRCPath FRCVS
Stuart WJ Reid	CBE BVMS PhD DVM DipECVPH FRSE FRCVS FRSB
Ken Smith	BVM&S PhD FHEA FRCPath FRCVS
Ed Spick	BA (Hons), MA, PgDip, MBCS
Christine Thurarina-McKeever	PhD FHEA

Standard 1.5a RVC Graduate Survey Outcome Overview

Summary of Graduate Destination Surveys for Veterinary Medicine students	2017/18	2018/19	2019/20	2020/21	2021/22
Response Rate	72.00%	70.00%	68.00%	57.00%	56.00%
Full time employment	91.00%	87.00%	88.00%	88.00%	88.00%
Employment and further studies	3.53%	5.00%	2.50%	5.00%	2.48%
full time further studies	1.76%	0.55%	1.00%	0.65%	2.00%

Extract from Graduate Destinations Surveys (full survey outcomes can be provided if requested)

Area 3: Curriculum

3.1a Course structure of the Bachelor's in Veterinary Science taught as a joint degree with Aberystwyth University.

The Bachelor in Veterinary Science (BVSc) is a joint veterinary degree taught by the RVC in partnership with Aberystwyth University (AU). This was set up to facilitate the development of a veterinary degree partly delivered in Wales, allowing students on the course to develop a greater focus on veterinary practice in rural Wales. Prior to the development of the BVSc there was no veterinary training available in Wales (or in the Welsh language) and the rural community in Wales was under-served by the veterinary profession. The BVSc takes a limited number of students (approximately twenty five per year). The convergence of these twenty five students with BVetMed students for the final three years of the programme is taken into account when planning student numbers for the cohort as a whole, and the facilities that will be required. The first intake of students to the BVSc was in 2021 and therefore the first cohort of students will be graduating in 2026.

The BVSc was specifically designed to be delivered as a joint degree by the two institutions – AU and the RVC. The first two years of the course are delivered by staff at AU. After the first two years of the BVSc students transfer to the Hawkshead Campus of the RVC where they are educated alongside the students on the BVetMed degree for their last three years.

Although the courses are not identical in their structure, the learning outcomes of the first two years of the BVSc were specifically designed to align with the learning outcomes of the first two years of the BVetMed, thus ensuring that students would be equally well prepared for the final three years of the degree. The first two years of the BVSc are taught as modules which are, where relevant, sub-divided into strands (in the same way that the BVetMed is delivered as strands).

Modules delivered in the first two years of the BVSc include:

- Principles of Science
- Animal Husbandry
- Form and Function
- Veterinary Science
- Principles of Veterinary Practice & Evidence Based Medicine
- Population Medicine & Veterinary Public Health

Further details of modules can be found at https://www.aber.ac.uk/en/modules/ (search by the appropriate module title).

Strands delivered, within modules, in the first two years of the BVSc are as follows:

- Alimentary, Endocrine and Urogenital (AEU)
- Cardiovascular, Respiratory, Locomotor and Skin (CRLS)
- Neurology, Ophthalmology and Special Senses (NOSS)

Teaching in the first two years of the BVSc is provided in a variety of formats that are broadly categorised as:

- Lectures
- Directed Learning
- Practicals and
- Tutorials

Assessment on the first two years of the BVSc uses a variety of formats to appropriately test the outcomes that students should have achieved and prepare them for assessments they will encounter later in their course.

Assessment formats used in the first two years of the BVSc include:

- Multiple Choice Questions
- Short answer questions
- Oral Examinations
- Reflective Essays
- Direct Observation of Procedural Skills (DOPS)
- Laboratory reports
- Evidence reviews and
- Data Analysis and Interpretation Reports

“Link academics” are appointed by both partner institutions to facilitate exchange of information and ensure a smooth transition for BVSc students when they move from AU to the RVC. Performance of BVSc students in assessments that take place in the third and fourth year of the course have been carefully evaluated with performance of BVSc students compared to that of BVetMed students to ensure they have been equally well prepared for the later parts of their courses.

In the final three years of the BVSc, students experience a course that is almost identical to that experienced by the BVetMed students (and described in the main text of the self-evaluation report). There are only two significant differences which are as follows:

1) BVSc students are encouraged to undertake the majority of their Extra Mural Studies (EMS – equivalent to Elective Practical Training) in veterinary practices in Wales.
2) BVSc students have an additional two week compulsory (core) rotation in production animal practice which is based in Wales. This means that they have twenty four weeks of core rotations in contrast to the twenty two weeks of core rotations undertaken by BVetMed students. (The two week core rotation undertaken by BVSc students is available as a tracking rotation).

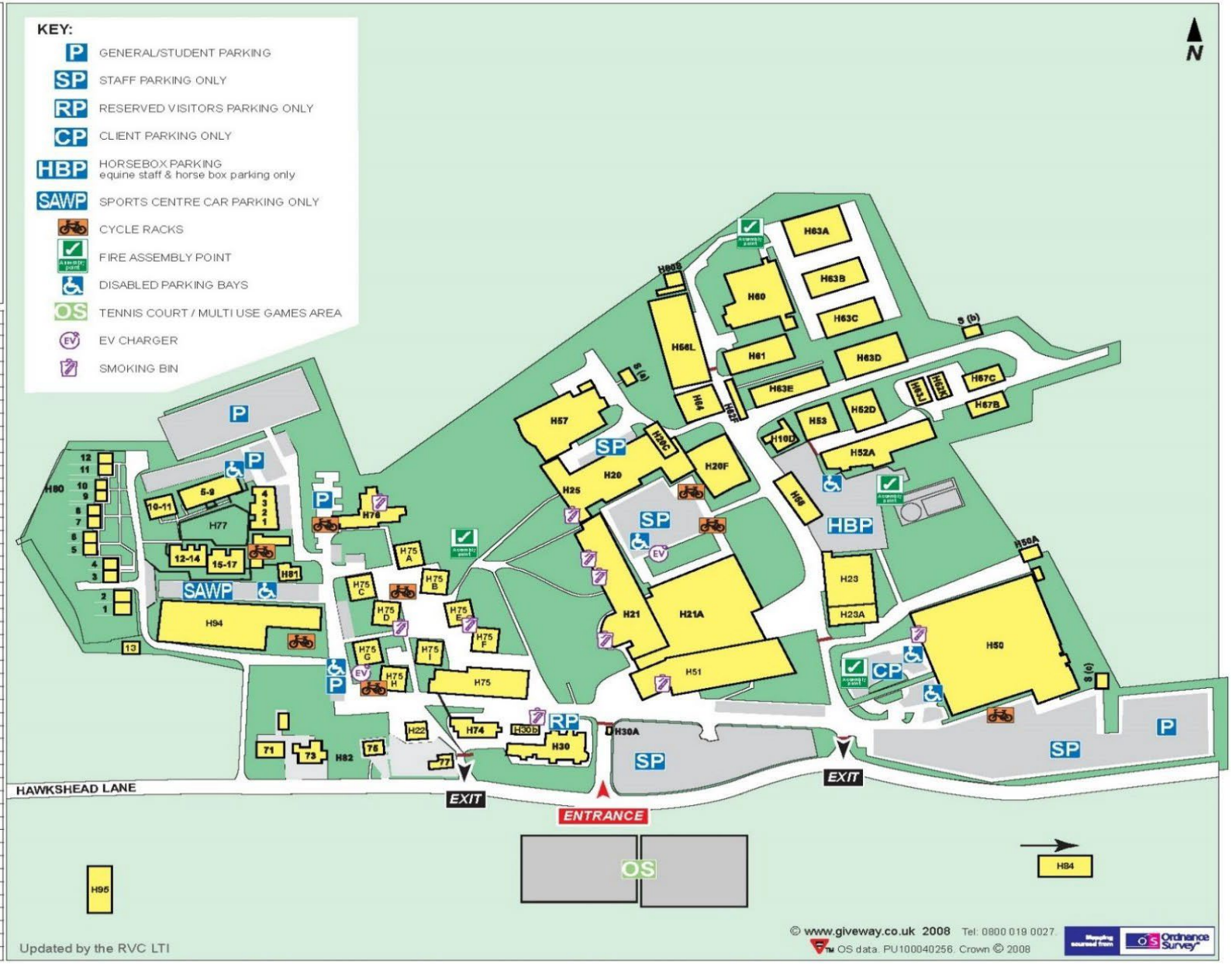
Area 4: Facilities & Equipment

4.0 Campus maps and map of Boltons Park Farm

Royal Veterinary College
University of London

Hawkshead Campus
Hawkshead Lane, North Mymms,
Herts AL9 7TA
+44 (0)1707 666333
rvc.ac.uk/about/our-campuses/hawkshead

KEY	BUILDING
13	2 HAWKSHEAD COTTAGES
H10D	BOOT ROOM
H20	MAIN CLINICAL BLOCK
H20C	CENTRE OF ENDEMIC EMERGING EXOTIC DISEASES (CEEED)
H20F	FREEZER BARN
H21	ECLIPSE
H21A	STUDENT LEARNING CENTRE (SLC)
H22	POST ROOM
H23	CLINICAL INVESTIGATIONS CENTRE (CIC)
H23A	LIVE ANIMAL TEACHING FACILITY
H25	LINK BUILDING
H30	HAWKSHEAD HOUSE
H30A	SECURITY
H30B	TOILET BLOCK
H50	QUEEN MOTHER HOSPITAL FOR ANIMALS (QMHA)
H50A	HYDROTHERAPY POOL
H51	TEACHING AND RESEARCH CENTRE (TARC)
H52A	EQUINE & FARM ANIMAL RECEPTION & ADMIN (LACC)
H52D	EQUINE DIAGNOSTICS
H53	LIVE CENTRE
H56	STRUCTURE & MOTION
H56L	LOCOMOTION BARN
H57	MILL REEF
H60	BIOLOGICAL SERVICES UNIT (BSU)
H60S	STABLES
H61	ANIMAL WELFARE UNIT
H62F	FARRIERS FORGE
H62K	EQUINE ISOLATION
H63A-B	BSU BARNS
H63C	BSU TEACHING BARN
H63D-E	EQUINE LODDEN BARNS
H63J	FODDER BARN
H64	STRUCTURE & MOTION FLIGHT BARN
H67B	BSU HAY BARN
H67C	EQUINE HAY BARN
H74	MAINTENANCE
H75	RESTAURANT & CONFERENCE FACILITY
H75A-I	ACCOMMODATION BLOCKS
H76	ODIHAM HALL
H77	COLLEGE CLOSE 1-17
H80	NEW COTTAGES 1-12
H81	ADVICE CENTRE
H82	71, 73, 75, & 77 HAWKSHEAD LANE
H84	REEVES COTTAGES
H94	SPORTS AND WELLBEING CENTRE (SAWC)
H95	SPORTS PAVILION
S (a)	SUBSTATION
S (b)	SUBSTATION
S (c)	SUBSTATION



Royal Veterinary College
University of London

Camden Campus

Royal College Street
London NW1 0TU

Tel: +44 (0)20 7468 5000
Fax: +44 (0)20 7388 0615

KEY	BUILDING
C20	HOBDAY
C21	AMOROSO
C22	LINK
C23	LBIC
C50	BSAH
C60	BSU
C77	COLLEGE GROVE
C62A	FORGE

KEY

- RP — RESTRICTED PARKING
- CYCLE RACKS
- FIRE ASSEMBLEY POINT
- ONE WAY

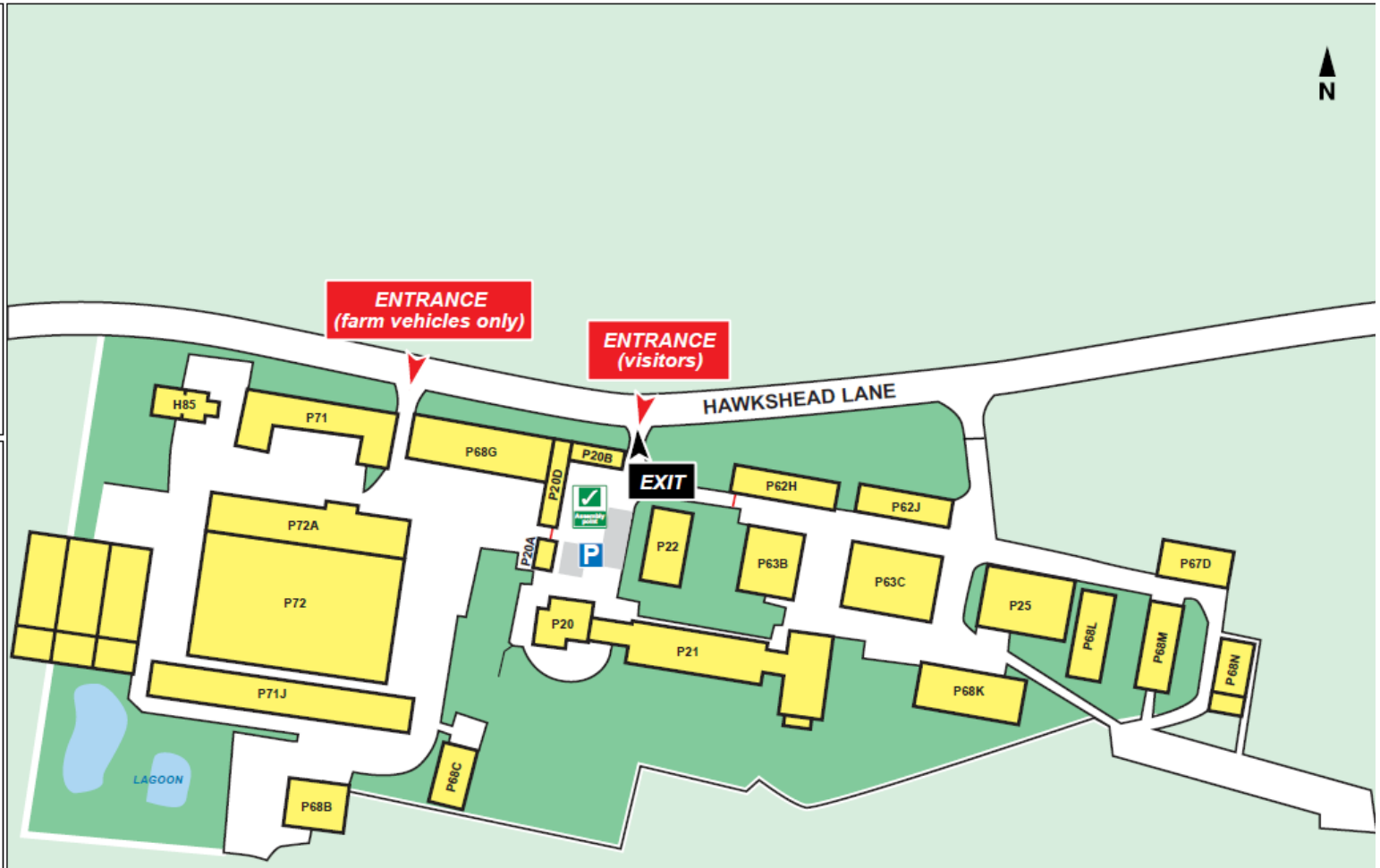
Royal Veterinary College
University of London

The RVC Farm at Boltons Park

Hawshead Lane, North Mymms,
Herts AL9 7TA

Tel : +44 (0)1707 666333
Fax: +44 (0)1707 652090

H85	40/42 HAWKSHEAD ROAD
P20	FARMHOUSE
P20A	OFFICES AND LABORATORIES
P20B	BOOT ROOM
P20D	OLD FARM HOUSE
P21	FARM OFFICE
P22	MEDWAY BLOCK
P25	ANIMAL ACCOMMODATION
P62H	ANIMAL PENS
P62J	STABLES
P63B	BARN
P63C	BARN 2
P67D	HAY BARN
P68B	FARROWING HOUSE
P68C	POLY PENS
P68G	PIG HOUSE
P68K	SHEEP HOUSE
P68L-M	POLY PENS
P68N	AMERSHAM SHED
P71	BARN
P71J	HAY BARN
P72	BARNS
P72A	DAIRY UNIT



Updated by the RVC eMedia Unit

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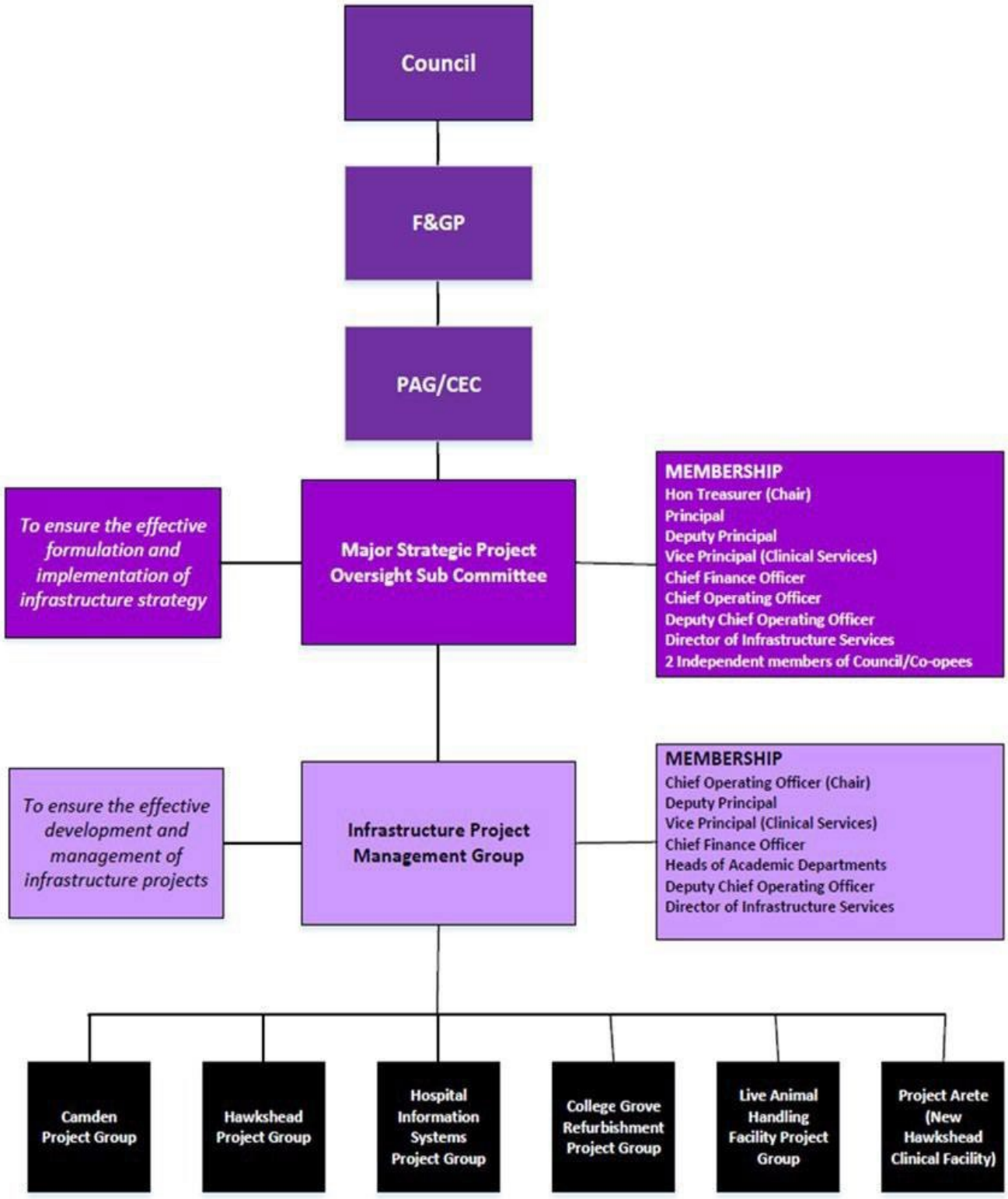
4.1b Governance for Infrastructure Projects



4.2a Premises for lecturing

Campus	Designation	Capacity
Camden	Great Hall	250
Camden	Lecture Theatre 1	151
Camden	Lecture Theatre 3	100
Camden	U5	50
Camden	McCunn	100
Hawkshead	Alumni Lecture Theatre	327
Hawkshead	SLC Main Lecture Theatre	450
Hawkshead	SLC Group Learning Room	120
Hawkshead	Conference Rooms 1 & 2	100
Hawkshead	Conference Rooms 3 & 4	40
Hawkshead	Conference Rooms 5 & 6	40
Total Number of Places in Lecture Halls		**1,728**

4.2b Premises for group work

Campus	Designation	Capacity
Boltons Park Farm	Lower Dairy Seminar Room	25
Boltons Park Farm	Upper Dairy Seminar Room	60
Camden	Council Room	25
Camden	Council Room G8	12
Camden	F1c	32
Camden	F3	24
Camden	F4	40
Camden	F7	60
Camden	F8	60
Camden	F25	12
Camden	F26	24
Hawkshead	G047, SLC	64
Hawkshead	G048, SLC	64
Hawkshead	G051, SLC	64
Hawkshead	F2, Eclipse	40
Hawkshead	S080, SLC	14
Hawkshead	S068, SLC	10
Hawkshead	S069, SLC	10
Hawkshead	S081, SLC	8
Hawkshead	S077, SLC	4
Hawkshead	F82, Eclipse	20
Hawkshead	F075, SLC	10
Hawkshead	F076, SLC	10
Hawkshead	F066, SLC	16
Hawkshead	F072, SLC	48
Hawkshead	LACC, F1 A/B	60
Hawkshead	LACC, F2	30
Hawkshead	LIVE G5	8
Hawkshead	LIVE G6	8
Hawkshead	LIVE G7	8
Hawkshead	Link Room 6	24
Hawkshead	QMHA Seminar 24/30	25
Total number of places in rooms for group work/supervised work		**919**

4.2c Premises for practical work

Campus	Designation	Capacity
Camden	Category 2 Laboratory	46
Camden	Dissection Room	120
Camden	Practical Classroom	110
Hawkshead	Clinical Skills Centre	60
Hawkshead	SLC Practical Classroom (A)	60
Hawkshead	SLC Practical Classroom (B)	60
Hawkshead	Mill Reef Dissection Room	42
Hawkshead	Multi-headed Microscope Room	14
Hawkshead	Post Mortem Room	30
Total number of places in laboratories		**542**

4.3a Places available for clinics and hospitalization

Animal	Number of Animals
Number of hospitalisation places for cattle	06
Number of hospitalisation places for horses	33
Number of hospitalisation places for small ruminants	47*
Number of hospitalisation places for pigs	0
Number of hospitalisation places for dogs	191
Number of hospitalisation places for cats	83
Number of hospitalisation places for other species	19

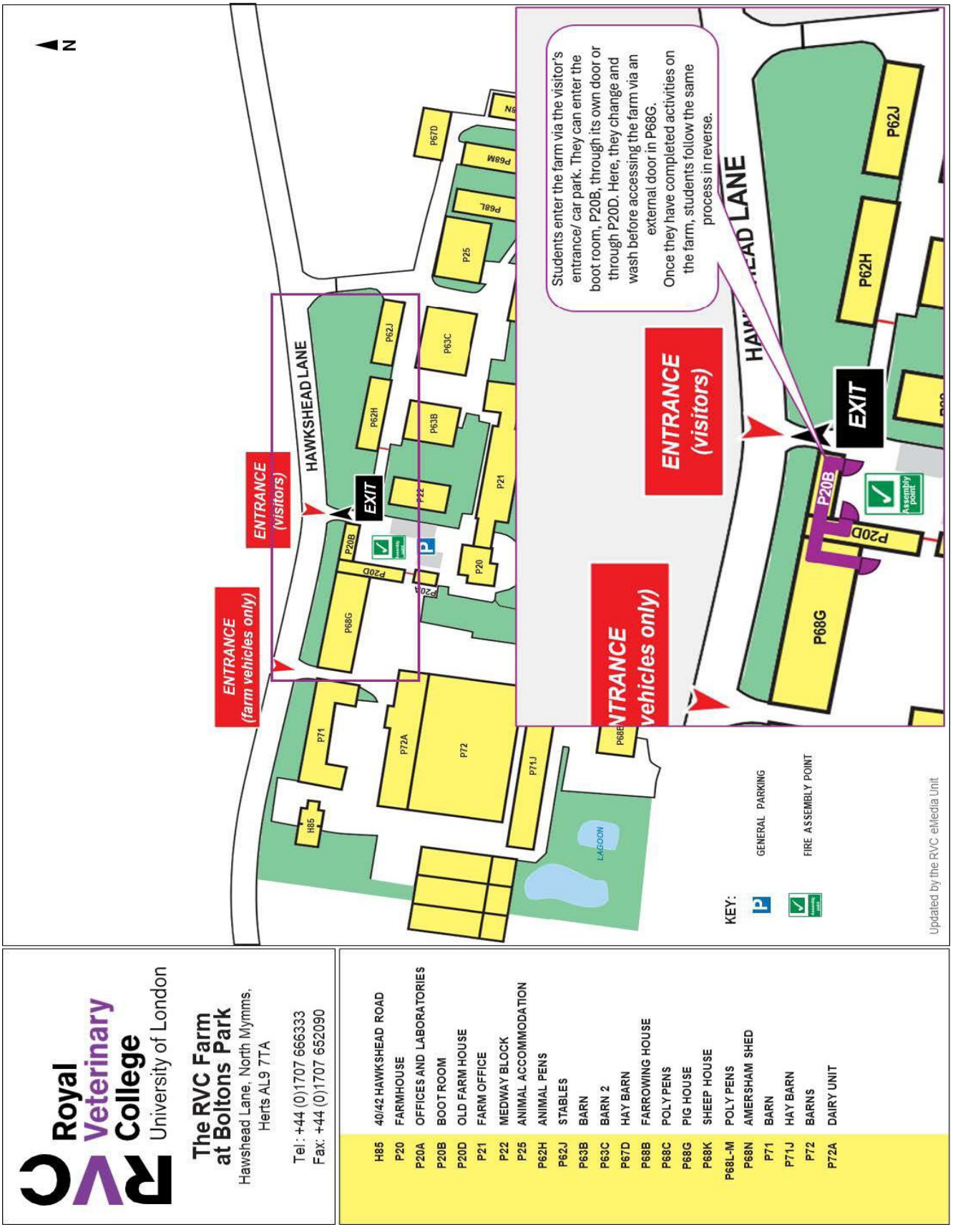
*Four horse stables are reserved for small ruminants and camelids, in case of need

4.3b Kennels sizes and locations

	Width (cm)	Depth(cm)	Height (cm)	Notes
DOG - TOP KENNELS				
Small	55	72	70	
Medium	70	72	70	
Large	86	72	70	
DOG - BOTTOM KENNELS				
Small	70	72	86	
Small/medium	100	72	86	
Medium	116	72	86	
Large	146	72	86	Can be split into 2 (recovery only)
DOG - WALK INS				
Surgery - standard	125	180	186	Surgery wards
Surgery - Large	180	120	186	Surgery wards/Onco ward
Medicine	118	150	204	
ICU	120	180	200	
ER	120	155	198	
Recovery	131	107	195	
CAT				
Standard	72	69	57	
Large	103	69	57	

4.9. Biosecurity at Boltons Park Farm

Some demolition and development work is currently underway. Biosecurity arrangements as indicated are still valid.



Area 6: Learning Resources

Standard 6.2 Library opening hours

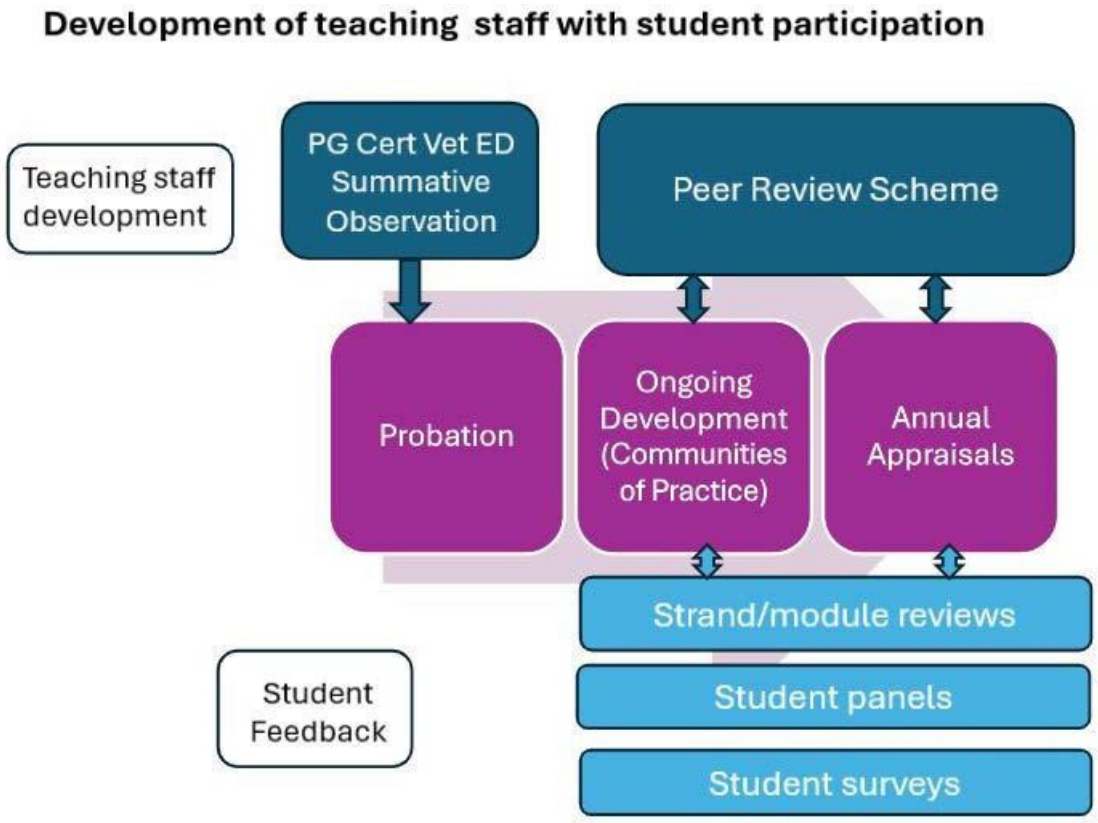
Day	Hawkshead Library	Camden Library
Monday - Friday	08:00 – 20:00	09:00 – 19:00
Saturday	09:00 – 18:00	Closed
Sunday	12:00 – 16:00	Closed
Open Access IT	24/7	24/7

Area 9: Teaching & Support Staff

9.2 Advance HE Fellowship amongst RVC academic staff

Fellows employed at the RVC	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24
Associate Fellow	13	14	12	12	6	11
Fellow	169	194	244	282	193	275
Senior Fellow	4	5	6	6	4	6
Principal Fellow	3	2	2	2	2	2
% of Academic Staff	**60.19%**	**68.69%**	**83.80%**	**95.87%**	**68.79%**	**97.35%**

9.5a Development of teaching staff with student participation



9.5b NSS Scores in the category of teaching 2024

Theme of Teaching	RVC	Sector
How good are teaching staff at explaining things?	**95**	91
How often do teaching staff make the subject engaging?	79	81
How often is the course intellectually stimulating?	**93**	85
How often does your course challenge you to do your best work?	82	85
Overall teaching score	**87**	**87**

9.5c Barometer Survey Results

Year:	2015		2017		2019		2022	
Category:	**RVC**	**UK**	**RVC**	**UK**	**RVC**	**UK**	**RVC**	**UK**
Course content	96%	91%	95%	91%	95%	91%	94%	92%
Expert lecturers	98%	96%	98%	96%	98%	96%	99%	96%
Good teachers	95%	90%	93%	90%	92%	90%	91%	89%
Laboratories	98%	92%	98%	93%	97%	93%	96%	96%
Learning spaces	92%	88%	91%	88%	91%	88%	92%	89%
Quality lectures	96%	90%	93%	90%	94%	89%	94%	89%

Note that the percentage is an average across domestic and international respondents