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# FULL VISITATION REPORT

## To the University of Cambridge, Cambridge, United Kingdom

## On 24 - 28 February 2025

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## Contents of the Full Visitation Report



## Introduction

The University of Cambridge was founded in 1209, and the Cambridge Veterinary Programme (called the VEE in this report) was established in 1949 and is located on the West Cambridge Site.

The VEE has been positively evaluated by EAEVE and RCVS in 2015.

The main features of the VEE are:

- A 6-year study programme with an intercalated first degree (BA) awarded after completing a Year 3 outside of veterinary medicine (most students study a subject within the Natural Sciences Tripos). Students then proceed to Years 4-6 of the veterinary curriculum leading to the award of the VetMB degree;
- The college supervision teaching where all Year 1 and 2 students receive small group supplementary teaching organised through their college to underpin and reinforce core curricular teaching. Individual Cambridge colleges provide Tutors, Directors of Studies and Veterinary School Clinical Supervisors for all undergraduate students;
- Registering with the Office for Students (OfS) as the higher education regulator in England since 2018;
- Meeting of the requirements from the Quality Assurance Agency (QAA), Higher Education Funding Council for England (HEFCE) and the Higher Education Academy (HEA);
- Building of the research activities around a “One Health” model, in integration with other departments across the University.

The main developments since the last visitation are:

- Establishment of the Medical and Veterinary Medical Curriculum Review (MVMCR) in 2021 to conduct a comprehensive review of the teaching and assessment in the first two years;

- Major review of the Final Veterinary Examination curriculum & assessments, which was fully completed in 2019. The new Clinical Phase (Years 4 and 5) consists of species-based and Veterinary Public Health integrated courses corresponding to the subject examinations at the end of the final year with amended assessment methods;
- Introduction of an e-portfolio in 2020 and of Directly Observed Procedural Skills (DOPS) in 2022;
- Increase the number of final year rotation weeks from 22 to 26 weeks;
- Development of the Clinical Skills Centre (CSC), comprising the Pauline Brown Clinical Skills Centre and Merton Hall Farm, for self-directed learning and practice of clinical skills 24/7;
- Completion and opening of West Hub, which provides teaching and study spaces, meeting rooms, catering facilities, and houses the veterinary library collection;
- Significant increase in the strength and quality of the research activities, as confirmed by the increasing citation index per publication;
- Transition of the equine referral hospital to an equine primary care service with in-patient facilities.

The Visitation was completed in agreement with SOP 2023.

## 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. Findings

The mission of the University of Cambridge is to contribute to society through the pursuit of education, learning and research at the highest international levels of excellence. Per their own public website, the mission of the VEE is to improve the health and welfare of animals and people in the context of the environment they live in and share through the provision of excellence in education, research, clinical practice and outreach. The curriculum covers the subjects required by the EU directives.
The curriculum is designed to provide students with all EAEVE Day One Competences.
Evidence- and research-based veterinary medicine skills are acquired through a diversity of teaching and learning methods, examinations, library services, and practical training.
Students are provided with professional ethical knowledge and skills throughout their education, and the curriculum builds up lifelong learning competences. This is illustrated by the diversity of career paths of veterinarians who graduated from the VEE both within and outside commonly recognised branches of the veterinary profession.
The VEE's strategic plan includes its mission, aims and values.
The VEE's strategic priorities aim to change the practice of veterinary medicine and improve the biological understanding of global One Health challenges. The strategic priorities are pursued through three priority research areas (Infection and Immunity; Disease Dynamics;

Systems Pathology) and several cross-cutting sub-themes (Education and training; Epidemiology and Mathematical modelling; Genomics and bioinformatics; Comparative pathology; Clinical Research; Imaging).
The existing strategy was overhauled by the new leadership team who took over in October 2023, and, after 3 months of critical analysis, the revised final strategic plan was completed in January 2024. The Departmental senior leadership team led by the Deputy Head of Department for Strategy developed the Strategic Plan.
The senior leadership team, including the Head of Department, Deputy Heads of Department for Research and Teaching, the Managing Director of the Hospital and the Business & Operations Manager, were consulted during the preparation of the Strategic Plan.
The Strategy and Executive Committee of the Department of Veterinary Medicine ultimately approved the Strategic Plan. As for progress within the Strategic Plan, the plan includes short, medium, and long-term plans, each of which has a different time frame for monitoring progress. The short-term strategy is monitored at the fortnightly Strategy and Executive Committee meetings, the medium- and long-term strategy is reviewed at the 6-monthly off-site leadership strategy meetings. As for communication of the plan to staff, students and stakeholders, the strategic plan is placed on the Vet School staff intranet.

**1.1.2. Analysis of the findings/Comments**
The VEE has 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 develops and follows its mission statement through the Strategic Plan, which embraces the ESEVT Standards.
The VEE and the University are quality-oriented.

**1.1.3. Suggestions for improvement**
None.

**1.1.4. Decision**
The VEE is compliant with Standard 1.1.

**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 teaching 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. Findings**
The University of Cambridge is a public university in the UK, established in 1209. The University provides the legal, financial and organisational framework in which the Departments operate.

There are 31 Colleges, 6 Schools and over 150 Faculties and Departments that make up the University of Cambridge. The University is a confederation of Schools, Faculties, Departments and Colleges. The 31 Colleges are governed by their own statutes and regulations but are integral to the makeup of the University.

The University is governed through central bodies, principally the Regent House, the Council and the General Board of the Faculties. These bodies include representatives from across the University.

The Regent House is the University's governing body. It comprises over 7,200 members of the academic, senior research and senior administrative staff of the University and the Colleges. The Regent House is charged with approving certain acts or decisions of the University. For example, making changes to University legislation and approving major building projects.

The Council is the principal executive and policy-making body of the University. It reports to the Regent House. It has overall responsibility for the administration of the University, planning its work and managing its resources. It also deals with relations between the University and the Colleges. The Council includes 16 elected academic members, four external members and three student members. The Vice-Chancellor is the chair of the Council.

The Council has many standing committees. These include the Finance Committee and the Planning and Resources Committee.

The General Board is responsible for and advises the University on academic and educational policy. It oversees teaching and research in the University and the facilities required to support them.

The Board of Scrutiny oversees the governance of the University. The Board includes Proctors, Pro-Proctors and eight elected members of the Regent House.

The Senate elects the Chancellor and the High Steward. Until 1926, the Senate was the governing body of the University.

The University's governance structure is underpinned by a system of Syndicates, boards and committees reporting on all aspects of the University's work. Syndicates report directly to the Regent House to ensure the Regent House is properly engaged, involved and accountable in the strategic direction and operational management of the University's academic and other activities. Many of the University services and facilities are provided and managed by Boards and Syndicates, for example, the admission and progression of graduate students (the Board of Graduate Studies), the organisation of exams (Board of Examinations), and student accommodation (the Accommodation Syndicate). Two Syndicates also oversee the operations of the University's main business enterprises: Cambridge University Press and Cambridge Assessment.

University Faculties organise teaching and research into individual subjects or groups of subjects. Their work is normally organised into subdivisions called Departments. Centres of studies are controlled by committees of management.

The University's system of governance is both rules- and principles-based. It is an accountable system that is transparent to members of the Regent House (its governing body) and to other stakeholders (including students, the funding bodies, research funders, benefactors, regulatory bodies, and local, national and international authorities and governments) both within and beyond the University.

The decision-making process at the University is described in detail on its public website. The decision process is informed by a working group that seeks information from relevant parties (which may include consultation with external bodies). The Council and General Board have the authority to make certain decisions and much of the straightforward business of the University requires the approval of the Regent House, for example, new regulations for trusts or changes in

exam regulations, proceeds by means of a Grace or by Notice. A Grace is a formal proposal which is placed before the Regent House (or the Senate), sanctioned by the Council and published in the Reporter, i.e. the University's journal of official business and the primary means through which official information and governance-related matters are conveyed by the University to its members and the wider community. The Council has the power to initiate Graces and to submit them before the Regent House or the Senate; other Boards or Syndicates may initiate a Grace for submission to the Regent House and then request the Council to submit it. Graces can seek approval for the recommendations of a Report or minor changes to ordinances accompanied by an explanatory Notice or footnote.

There are 6 Schools at the University. These each form an administrative grouping of Faculties and other institutions. There is a Council of each School, which includes representatives of its Faculties and Departments. Two student representatives are also members of the council of each school. The Schools are represented on the University's General Board.

The VEE is one of 9 Departments comprising the School of the Biological Sciences.
The School of Veterinary Medicine works in partnership with the Faculty of Biology in the delivery of the Veterinary Medicine course. Both are subunits of the School of Biological Sciences.
The VEE was established in 1949 and has the same recognition, status and autonomy as other University Departments.

The primary decision-making bodies relating to Veterinary Medicine are:

- the Veterinary Education Committee (VEC) (chaired by the Dean and Head of the Department of Veterinary Medicine and with representation from those responsible for strategic oversight of the design and delivery of preclinical and clinical teaching)
- the Faculty Boards of Biology (responsible for coordinating the delivery of Years 1 and 2) and Veterinary Medicine (responsible for coordinating the delivery of Years 4-6)
- the Veterinary Medicine Strategy & Executive Committee (chaired by the Dean and Head of the Department of Veterinary Medicine) responsible for departmental strategy, operational and financial oversight)
- The Clinical Curriculum Review Group (CCRG) reporting to the VEC, which performs ongoing reviews of the clinical curriculum, leading to its continuous improvement
- The Medical and Veterinary Sciences Tripos Part I Committee (MVST Part I) , which oversees years curriculum, assessment, quality assurance for years 1-2.

Students are represented at the Faculty Board of Biology, the Faculty Board of Veterinary Medicine, the Medical and Veterinary Sciences Tripos (MVST Part 1 Committee), VEC and CCRG.

The Department is led by the Dean and Head of Department, at present the same person, who is also a veterinarian, and who is fully responsible for the strategic direction, ethical and academic affairs, safety and operational and financial performance of the Department and for the veterinary curriculum. The Head of the Department is supported by a senior leadership team including three Deputy Heads (Education & Clinical Dean, Research, and Strategy), a Hospital Managing Director (responsible for clinical services) and a Business & Operations Manager. The Head and Deputy Heads of Department are elected by the Faculty Board. While other roles are appointed by the Department, usually with input from the School and/or wider University.

Colleges are a significant part of the University. Students live, eat and socialise in one of the

University's 31 autonomous Colleges. Undergraduates receive College supervision – small group teaching sessions. Each College has its own internal procedures with overarching policies and committees in place to ensure that processes are equitable for all students. They select their own students, subject to University regulations. Most Colleges admit both undergraduate and postgraduate students. College representatives sit on the University Council and Finance Committee. 27 of the 31 colleges admit students to Veterinary Medicine, and they deliver admissions (coordinated by a central university admissions service and in partnership with the Department), pastoral care, and contribute to the education of students.

**1.2.2. Analysis of the findings/Comments**

The VEE is part of a university. The Dean and Head of Department is the same person, holds a veterinary degree and is ultimately responsible for the professional, ethical, and teaching affairs of the Veterinary Teaching Hospital.

The decision-making process is influenced by a rather flat leadership and committee structure, which can impact the speed of progress and decision-making.

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

**1.2.3. Suggestions for improvement**

None.

**1.2.4. Decision**

The VEE is compliant with Standard 1.2.

**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. Findings**

The VEE has a Strategic Plan. The existing strategy was overhauled by the new leadership team who took over in October 2023 and, after 3 months of critical analysis, the revised final strategic plan was completed in January 2024. The Departmental senior leadership team led by the Deputy Head of Department for Strategy developed the plan. Consulted during the preparation phase were: The senior leadership team including the Head of the Department, Deputy Heads of the Department for Research and Teaching, the Managing Director of the Hospital and the Business & Operations Manager. Input to the Strategic Plan came from a variety of sources, e.g. reports from the external examiners, student feedback, minutes and reports from university and departmental committees. The plan was ultimately approved by The Strategy and Executive Committee of the Department of Veterinary Medicine. The plan includes short, medium, and long-term plans, each of which has a different time frame for monitoring progress. The short-term strategy is monitored at fortnightly Strategy and Executive Committee meetings, the medium- and long-term strategy is reviewed at 6-monthly off-site leadership strategy meetings. The plan includes short, medium, and long-term plans. The strategic plan is placed on the VEE staff intranet.

The Strategic Plan includes three SWOT analyses covering “Developing Education and Training”, “Enhancing research capability”, and “Achieving financial sustainability and agility”.
The Teaching Operational Plan 2023-2025 has been revised to align with the Departmental Strategy Document. The Teaching Operational Plan focuses on the following strategic priorities: “Curricular Development and teaching methodologies”, “Teaching Infrastructure and Equipment”, “Staff training and teaching qualifications”, “Preclinical education”, and External Accreditation by the AVMA, A number of subgoals with operational details, persons responsible, and intended delivery time has been established for each of the strategic priorities.

**1.3.2. Analysis of the findings/Comments**
The strategic plan takes into account departmental needs and analyses through a SWOT analysis of perceived weaknesses and threats for the VEE as a whole.
A list of objectives, action points, and an operating plan with a timeframe and indicators for its implementation has been developed.

**1.3.3. Suggestions for improvement**
None.

**1.3.4. Decision**
The VEE is compliant with Standard 1.3.

**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 all staff and students act with honesty, trust, fairness, respect and responsibility.**

**1.4.1. Findings**
The University of Cambridge has established a comprehensive Quality Assurance Framework for quality assurance in teaching, learning, and assessment. This framework reflects the university's mission, its structure, and its nature as a community of scholars. It emphasises a supportive and participative environment for academic staff and students.
The framework empowers Faculties and Departments to lead in academic matters, including course design and implementation. The VEE has integrated its quality enhancement strategy within this overall framework, implementing Quality Assurance (QA) and Quality Improvement (QI) processes specific to the Veterinary Medicine Course.

Key aspects of the VEE's approach include:
1. The Education Quality Improvement Programme (EQIP) group, which oversees QA processes and monitors the VEE's QA Plan, chaired by the Deputy Director of Teaching (QA) and supported by the QA Co-coordinator, proposes, implements and improves QA processes, and monitors the evolution of these initiatives, ensuring feedback loops are closed. EQIP also monitors and updates the Department’s QA Plan, used as the basis for continuous improvement in teaching and assessment to address specific QA and QI issues identified by measurable outcomes and

stakeholder (both staff and students) engagement. EQIP reports directly to the Teaching Operations Committee (TOC) and Veterinary Education Committee (VEC).
2. Student involvement through elected representatives who participate in various committees, including the Student Consultative Committee (SCC) and Veterinary Education Committee (VEC).
3. Course Management Committees for Years 1 and 2, reporting to the MVST Part I Management Committee which in turn reports to the VEC.
4. Feedback collection through various surveys, including Module Enhancement Questionnaires (MEQs), the National Student Survey (NSS), and surveys targeting graduates and clinical supervisors.
5. Adherence to University policies on student integrity, including regulations on plagiarism, academic misconduct, and fitness to practice.

Policies for academic integrity exist, exemplified by the policy on rules of behaviour guiding academic misconduct. The University's Staff Guide outlines the responsibilities and duties of staff, including a Misconduct in Research Policy and a Dignity at Work Policy.

**1.4.2. Analysis of the findings/Comments**
Quality Assurance is a prioritised area as identified in the VEE's Strategic Plan.
Instead of a single overall policy for QA the University has a Quality Assurance Framework, which is a holistic document containing elements of both policy and guidance. Also, there are several policies relating to assessment, code of practice, examiners, course management, recording, and student engagement available on the University's webpage. Also, the VEE's own quality assurance plan contains the VEE's QA aims that cover domains relevant to veterinary education and includes an overview of activities completed and new/ongoing activities/aims.
The VEE has written procedures for the assurance of the quality and standards of its programmes and awards.
The VEE is explicitly committed to the development of a culture which recognises the importance of QA within the VEE.
Continuous enhancement of quality is secured through the complete system of formal quality assurance procedures at the University and the VEE.
Coordination of teaching and examination between Year 1-3 and Year 4-6 is secured both formally through the various committees, and informally by students being taught at both sites and by clinical teachers being included in Years 1- 3 courses.

The VEE has policies for academic integrity, i.e. the expectation that all staff and students act with honesty, trust, fairness, respect and responsibility.

**1.4.3. Suggestions for improvement**
None.

**1.4.4. Decision**
The VEE is compliant with Standard 1.4.

**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.**

**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. Findings

The VEE's website gives accurate and up-to-date information on all aspects of the veterinary programme and a podcast series that illustrates the student experience and the potential employment destinations. The VEE's website also informs stakeholders through social media (e.g. Facebook, Instagram). The VEE runs a series of events across the year specifically aimed at helping potential applicants make the best decision about their choice of vet school.
The Veterinary Schools Council of the UK (which the VEE is a member of) annually issues a guide to entry requirements for UK vet schools, in which key data are included about the programme and the student population.
Staff is communicated to through bi-weekly Departmental newsletters and termly Teaching Staff meetings (also recorded so staff that cannot attend can watch later).
The Clinical Curriculum Review Group (CCRG) includes students and external stakeholders. The CCRG meets monthly during term time, around 6 times per year.
External examiners provide reports on the examination in each examination block. The reports are collected and read centrally at the University; teachers are then required to comment on the external examiners' reports. The comments are then assessed centrally to ensure that all points raised by the external examiners are addressed, and the external examiners are then asked next time if their previous comments have been addressed.

There is accurate information on the accreditation status of the VEE, referring to its accreditation by RCVS and EAEVE accreditation on the website of the VEE with a link to www.eaeve.org.

### 1.5.2. Analysis of the findings/Comments

The VEE interacts with its stakeholders and the wider society. Public information is objective and readily accessible; the information includes up-to-date information about the study programme.
The VEE's public website includes the VEE's ESEVT status and an easily accessible link to its last Self-Evaluation Report and Visitation Report.

### 1.5.3. Suggestions for improvement

None.

### 1.5.4. Decision

The VEE is compliant with Standard 1.5.

**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. Findings

The VEE monitors and reviews its activities through ongoing revision of the QA Plan, annual module and rotation reviews, and regular EQIP meetings. This process includes both quantitative and qualitative data, such as key metrics, student feedback, and assessment data.

The QA Plan is aligned with the Department's Aims and Strategic Priorities to ensure that activities are focused on achieving set objectives. The system responds to the needs of students and society by incorporating stakeholder feedback into the continuous improvement process.

The VEE makes its analysis public through the 'Evidence of Outcomes' document, which is available to students and staff via Moodle. Additionally, start-of-term briefings inform students about recent changes implemented based on their input.

Students are involved through feedback mechanisms like MEQs and the Student Consultative Committee. Staff participate in termly teaching meetings and contribute to the annual revision of the Teaching Guide.

The VEE demonstrates closed QA loops (Plan-Do-Check-Adjust cycles); for example, the decision and implementation of the new medical record system, regular review of protocols for on-site clinical isolation facilities, and formal and informal adjustments of teaching methods, e.g. in pharmacology and biochemistry. Handling of accidents by the work-health system is another example.

Actions planned or taken are communicated through various channels, including the 'Evidence of Outcomes' document, start-of-term briefings, and the annually revised Teaching Guide.
This QA system ensures continuous improvement in education quality through structured processes, stakeholder engagement, and transparent communication.

### 1.6.2. Analysis of the findings/Comments

The VEE monitors and periodically reviews its activities. Students, staff and external stakeholders are involved in the monitoring and reviewing processes. Actions planned or taken are communicated to all concerned in a variety of ways. Documentation is available, e.g. on the VEE's website. QA loops are fully closed.

### 1.6.3. Suggestions for improvement

None.

### 1.6.4. Decision

The VEE is compliant with Standard 1.6.

**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. Findings

The last ESEVT visitation to the VEE was in 2015. Responses to each of the recommendations

listed in the previous joint EAEVE & RCVS visitation report have been addressed in annual reports to the RCVS.
In the UK, a system of quality assurance for higher education institutions is employed by the Quality Assurance Agency for Higher Education (QAA). The QAA conducted an Institutional Review of the University of Cambridge in March 2013.
The RCVS accreditation visit was done in September 2024. RCVS accreditation is currently conditional.
RCVS practice standard, which relates to the VTH; approval is present and regularly audited by the RCVS.

**1.7.2. Analysis of the findings/Comments**
The VEE undergoes on a cyclic basis an external review through the ESEVT.
The VEE has provided evidence of such external evaluation with the assurance that the progress made since the last ESEVT evaluation was linked to a continuous quality assurance process. Examples include the VEE funding a Quality Assurance (QA) Co-ordinator within the tutorial office to support the QA activities, Graduate and employer surveys are now run on an annual basis with results analysed by the Education Quality Improvement Programme (EQIP) group, and modernization of equipment to meet the standard available in private ambulatory practices.

From March 2023, the QAA has relinquished its role in assessing higher education providers in the UK amid concerns about non-compliance with European standards, as the regulatory system in the UK has moved away from compliance-based structures to risk-based structures.

**1.7.3. Suggestions for improvement**
None.

**1.7.4. Decision**
The VEE is compliant with Standard 1.7.

## 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. Findings**
The financial management structure operates within the University's broader framework, overseen by the General Board and the School of Biological Sciences (SBS). The system is characterised by a comprehensive business planning process that enables departments and schools to monitor strategic objectives and resource allocation supported by a four-year projection period. This process is supported by multiple revenue streams, including (public) funding and student tuition fees (referred "Chest" resource allocation model, as the University combines teaching-related revenues from public authorities and tuition fees), clinical services income, and research grants.
The expenditure structure, while not explicitly quantified in the documentation, is managed

through a sophisticated system of over 250 source funding codes. This detailed categorisation ensures precise monitoring of personnel costs, operating expenses, maintenance, and equipment purchases. Personnel costs are handled through a framework that includes a 30% overhead on non-research funded salaries from non-Chest sources. Operating and maintenance costs are overseen through a monthly financial reporting system, with operational committees providing regular oversight. The procurement of equipment and facilities maintenance is managed through a flexible budget allocation system, with additional scrutiny for expenses exceeding £10,000.
Revenue management is organised through distinct streams, each with its own monitoring system. The department receives public funding through the University's Chest system, generates income from clinical services managed under the Hospital Managing Director, and obtains research grants that are individually costed and monitored. The tuition fee structure shows significant differentiation between national students (£9,250) and international students (£67,194), indicating a diverse revenue base.
The description in the finances of incomes and expenses refers to the data separately according to the SOP.
In the last 3 years, the VEE has increased its annual expenditures from € 27,173,593 to € 30,470,630 and increased its revenues from € 26,168,257 to € 28,703,872. The VEE shows a negative balance between expenses and revenues from 21/22 to 23/24.
Whereas over the last three years, revenues from clinical and diagnostic services have increased, research grants and donations have fallen from € 9,843,833 to € 9,428,074.
The Appendices 2.1 UoC Financial Statements 2021-22, 2.1 UoC Financial Statements 2022-23 and 2.1 UoC Financial Statements 2023-24 do not provide sufficient information to evaluate the sustainability and stability of the financial model.

**2.1.2. Analysis of the findings/Comments**
The financial management framework at the Cambridge Veterinary Department demonstrates a well-structured approach to meeting ESEVT Standard 2.1. The long-term view is supposed to strengthen the department's ability to sustain its educational, research, and service missions. The budget for the next years 2024 to 2027 shows an increase in revenue and, therefore, a slight profit (Table 2.3.3. Projected annual balance between expenditures and revenues (in Euros). However, achieving financial sustainability is recognised as challenging under this model and is a matter of concern to the General Board at present.

**2.1.3. Suggestions for improvement**
It is suggested that a strategic plan be developed and adopted to stabilise the balance sheet and ensure the sustainability of finances.

**2.1.4. Decision**
The VEE is partially compliant with Standard 2.1. because of current uncertainties regarding the deficit reduction plan.

**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. Findings

The governance structure places educational priorities at the forefront, with clinical services fully integrated into the Department's academic framework. The institution's commitment to prioritizing instruction over financial considerations is demonstrated in its recent strategic decisions. The VEE gives as an example the 2024 strategic review of Equine teaching that conducted to close the equine referral services in favour of strengthening relationships with local specialised centres in Newmarket.

Regarding financial autonomy, the system operates on a dual funding model. The University provides stable core funding of approximately £1.7m (€2.05M) annually, specifically allocated to clinical team positions. This funding ensures educational stability by covering full employment costs regardless of student numbers. Departments and Schools of the University are afforded substantial autonomy to manage their operations, adhering to directives from the SBS. Each School in the University is allocated an overall budget, which is then distributed to individual departments following budgetary negotiations. Additional operating costs are covered through trading income, over which the Department maintains full autonomy, subject only to standard University financial and HR policies.

### 2.2.2. Analysis of the findings/Comments

The department's ability to make strategic decisions about service provision while maintaining educational quality demonstrates the "sufficient autonomy" required by the standard.

They can implement their strategic plan through independent decision-making about service structure and resource allocation, albeit within the framework of University regulations.

The documentation acknowledges that achieving financial sustainability under this education-first approach is difficult and has raised concerns at the General Board level.

### 2.2.3. Suggestions for improvement

See section 2.1.3.

### 2.2.4. Decision

The VEE is compliant with Standard 2.2.

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

### 2.3.1. Findings

The documentation provides evidence of regular resource review processes through several established mechanisms and through a dual funding system for facilities that operate through two distinct but complementary channels. The Department manages both internal and external funding streams for development and equipment. Internal funding includes access to the School of Biological Sciences' investment fund and a university-wide Minor Works fund for projects between €60K-€2.4M. External support comes from Camvet charity, which provides both small-scale equipment funding and larger investments like the €1.9M for a new MRI machine, as well as major research projects funding.

The Department initiated a new operational budgeting process in 2024-25, where operational

committees present annual budget plans for review by the Departmental Strategy & Executive Committee, supported by its Finance Sub-Group. Financial projections show an initial deficit of €1.08M in 2024/25, moving to a surplus of €1.53M by 2026/27. While hospital financial reporting is robust, the university's central financial systems are acknowledged as approaching end-of-life, with plans for implementation of new systems over the next two years to improve reporting and planning capabilities. The operational committees receive regular expenditure reports to monitor spending against allocated budgets.

The resource allocation particularly focuses on staffing costs, with workforce planning as the primary driver. Staff resource management shows a systematic review through multiple layers of oversight. Each recruitment proposal undergoes school-level evaluation based on strategic business cases, while clinical positions receive additional scrutiny from the clinical leadership team. The Department receives essential maintenance support from the University's central Estates Division, funding critical projects such as boiler refurbishments (€1.14M) and laboratory renovations.

Concrete evidence of financial monitoring appears in the projected financial tracking, which shows planned movement from a €1.08M deficit in 2024/25 to a €1.53M surplus in 2026/27, indicating active financial planning and adjustment.

**2.3.2. Analysis of the findings/Comments**
This multi-level review process ensures the alignment of human resources with departmental needs. The documentation reveals that university systems for financial planning have been historically limited, with current central financial systems approaching end-of-life, making management accounting lengthy and complex. Although the current review system has acknowledged limitations, the regular resource review processes through several established mechanisms align with Standard 2.3. Plans are in place to address these limitations. The implementation of new financial systems (and through the introduction of analytical accounting) over the next two years should improve reporting and planning capabilities at institutional and departmental levels.

**2.3.3. Suggestions for improvement**
None.

**2.3.4. Decision**
The VEE is compliant with Standard 2.3.

## 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, teamwork 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. General findings

#### 3.1.1.1. Findings

The VEE offers a single course in Veterinary Medicine which lasts 6 years. The six-year curriculum at Cambridge broadly follows a linear model with strong foundations in the scientific knowledge underpinning veterinary work preceding a clinical course. Years 1 and 2 are dedicated to basic and pre-clinical sciences, animal husbandry extramural studies and professional knowledge, year 3 is spent outside of the VetMed programme and dedicated to taking courses in other degree programs, the preparation of a research or literature-based dissertation and completion of AHEMS, years 4 and 5 are dedicated to the clinical sciences, practical rotations and Veterinary Public Health, while the final year is entirely practice-based, including EPT.

While some of the pre-clinical subjects in years 1 and 2 are exclusively designed and delivered for the vet cohort, there are a number of subjects where the veterinary and clinical (Human) medicine students are taught together. In a small number of cases, particular subjects are additionally taught to students undertaking courses in Natural Sciences.
Table 3.1.1 reports curriculum hours in each academic year taken by each student. Even if there are slight fluctuations among academic years 1/2 and 4/5, the distribution of hours spent in the different types of activities is approximately 14% in lectures/seminars, 58% in supervised self-learning, 9% in laboratory work, 2% in non-clinical animal work, 3% in clinical animal work and 17% EPT. In year 6, over 86% of learning activities are clinical animal work and EPT.
Table 3.1.2 reports the curriculum hours taken by each student in 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), and Professional Knowledge.
There is a large proportion of learning activity dedicated to supervised self-learning, which the VEE defines for years 1 and 2 as including 35 hours/week of self-study and/or supervision, while for years 4 and 5, 35 hours/week of self-study and/or examination preparation. “Supervisions” are small group (2-3 students) teaching sessions that take place each week, during which students receive feedback on knowledge, understanding and writing skills in different disciplines.

There are several committees that contribute to curriculum management and review, led by the VEC (Faculty Boards of Biology and Veterinary Medicine, MVST Part 1, CCRG).
There is a Final Year Tracking (elective) Period which consists of three weeks of advanced instruction and practical experience aimed above the level delivered during the clinical curriculum, in a specific subject area, chosen by the student, followed by a one-week period in which students complete and deliver a presentation based on their VetMB Research Project (investigation into a clinically related area of interest. Students start to develop their project ideas with a project supervisor toward the end of 4th year).

#### 3.1.1.2. Analysis of the findings/Comments

Teaching is offered in all subjects according to the EAEVE SOPs Annex 2 (Table 3.1.2).
The VEE is commended for the supervision system in years 1 and 2, which comprises small group teaching given weekly during term time in each main subject that the student is currently studying; these sessions require students to discuss and think about course material and to write essays, which permits them to reflect on and to synthesise information from the formal courses and allows students to grow and continuously improve their knowledge and skill set, in particular in the first years of study. Also, there are excellent opportunities for third-year students to follow a broad range of basic science topics.

#### 3.1.1.3. Suggestions for improvement

None.

#### 3.1.1.4. Decision

The VEE is compliant with Standard 3.1.1.

### 3.1.2. Basic Sciences

#### 3.1.2.1. Findings

Basic Sciences are taught in years 1 and 2, alongside students of medicine and natural sciences. In the first two years, vet students study for both the Tripos and for the professional qualification of 2nd Vet MB. The SER Appendix (pp. 407-427) reports the Programme Specification 2024-25 for the “VETERINARY SCIENCE TRIPOS”, with a detailed description of the courses’ content, learning outcomes, teaching and learning methods and assessment.
Year 1 courses include: Molecules in Medical Science, Homeostasis, and Histology.
Foundations of Evidence-Based Practice, Veterinary Anatomy and Physiology, Principles of Animal Management.
Year 2 courses include: Biology of Disease, Mechanisms of Drug Action, Veterinary Reproductive Biology, Neurobiology and Animal Behaviour, Comparative Vertebrate Biology, and Preparing for the Veterinary Profession.
Several basic science courses (for example Parasitology, Pharmacology/Toxicology, Pathology) are integrated into the year 4 courses “Principles of Infectious Diseases” and “Principles of Clinical Practice” or year 5 species-based courses.

#### 3.1.2.2. Analysis of the findings/Comments

The basic science curriculum includes themes intended to be vertically integrated across the pre-clinical and clinical years, for example, animal management, reproduction, breeding and infertility, professionalism, communication and consultation skills. This Tripos system establishes solid foundations in veterinary-related sciences and encourages the concept of One

Health. The VEE's admissions policy (see Area 7) foresees the acquisition of knowledge and competence in Biology, Chemistry, Physics and Mathematics to be able to apply to the VetMed programme. Therefore, there is either no teaching or limited hours dedicated to these subjects in year 1.
The VEE is commended for the excellent practicals in anatomy, biochemistry and pharmacology.
The EXCEL file 3.3 reports curriculum mapping to D1C, including intended learning outcomes (ILO) for all courses, but is incomplete for most courses in years 1 and 2. The VEE has indicated that years 1 and 2 curriculum review process will be completed by the year 2025/2026, with ILOs expected to be complete by the start of that academic year.

#### 3.1.2.3. Suggestions for improvement

It is suggested that the VEE should complete the mapping of ILO to D1C for all courses in years 1-2 as soon as possible.

#### 3.1.2.4. Decision

The VEE is partially compliant with Standard 3.1.2. because of suboptimal mapping of ILO to D1C for basic sciences.

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

#### 3.1.3.1. Findings

The curriculum in clinical sciences in companion animals covers the topics specified in EU Directive 2005/36/EC (as amended by Directive 2013/55/EU) and Annex V.4.1. These topics include obstetrics, reproduction and reproductive disorders, diagnostic pathology, medicine, surgery, anaesthesiology, clinical practical training in common animal species, preventive medicine, diagnostic imaging, therapy in common animal species, and propaedeutics of common animal species.
The subjects covered in the Clinical Section on companion animals begin to be taught during Year 4. After a comprehensive curriculum review in 2021, the course was restructured. Teaching is now organised into species-specific courses. The 4th and 5th year teaching (Clinical Phase) is structured into the following courses including teaching on companion animal clinical sciences: Principles of Infectious Diseases (term 1), Principles of Clinical Practice (terms 1-2), Equine Studies (terms 2, 4, 5), and Small Animal Studies (terms 2-5). Students receive a total of 1,426 hours of instruction in clinical sciences, divided as follows: 311 hours of lectures, 41 hours of seminars, 75 hours of laboratory and desk-based work, 17 hours of non-clinical animal work and 982 hours of clinical animal work.
Students perform different clinical rotations focused on companion animals in Year 6: 2 weeks in Small Animal First Opinion Practice, 2 weeks in Small Animal Internal Medicine, 1 week in Small Animal Neurology, 1 week in Small Animal Oncology, 2 weeks in Small Animal Out of Hours and Critical Care, 1 week in Small Animal Cardiology, 2 weeks in Small Animal Soft Tissue Surgery and 2 weeks in Small Animal Orthopaedics and 4 weeks in Equine Practice. They also perform other rotations, including teaching in companion animals: 2 weeks in Anaesthesia, 2 weeks in Diagnostic Imaging and 1 week in Clinical Pathology and Anatomic Pathology.
Furthermore, among the 4-week elective rotations the VEE offers to the students, many of them are focused on companion animal clinical sciences.

#### 3.1.3.2. Analysis of the findings/Comments

The small group teaching organisation in clinical disciplines is commendable. It enhances veterinary students' learning by providing personalised attention and fostering direct interaction with academic staff. This format improves hands-on skills, helping students become more confident and competent.

The VEE curriculum ensures a balanced approach by addressing all relevant topics specified in the Clinical Sciences section of Annex V of EU Directive 2005/36/EC, as amended by Directive 2013/55/EU, and follows a logical progression. The expected learning outcomes are clearly defined and provided in the core veterinary program.

The new teaching reorganisation has allowed a better clinical integration of pathology, combining pathology, medicine, and surgery into one module. It especially enhances the integration of pathology teaching, better-aligned assessments and a reduced exam burden for the students. The cons of the new teaching reorganisation system include specific redundant teaching, especially for pathological concepts repeated in different species-based courses and topic overlap, which are monitored and resolved by the VEE.

Efforts have been made over the last years to increase the number of hours for practical clinical training in companion animals. However, the closure of the referral Equine Hospital has impacted the clinical training of students. This closure was due to challenges in recruiting staff, operational scaling, competition with Newmarket-based specialist referral centres, changes in accreditation standards, and declining financial performance. Resources are now focused on primary care services, with no plans to reopen the referral Hospital.

This situation is negatively affecting veterinary students' training by limiting their exposure to complex cases, intensive care and advanced surgeries under the supervision of academic staff. The hospital is currently only handling first-opinion cases and some basic surgeries like castrations. Equine hospitalisation is limited to very stable cases. This is partly compensated by the equine ambulatory clinic. This reduces the student's ability to gain hands-on experience with a broad range of equine health issues. The VEE is trying to formalise links with local equine hospitals to support this kind of training, but only for elective teaching.

The absence of an exotic referral service at the VTH and the limited number of exotic animals attended intramurally (around 30 every year) limits veterinary students' exposure to non-traditional species like birds, reptiles, and small mammals. Exotic animals are available for student training at The College of West Anglia, but only for animal handling in the preclinical courses.

#### 3.1.3.3. Suggestions for improvement

It is suggested that practical training supervised by academic staff in equine includes not only first-opinion cases but also referral cases to expose students to a wider range of clinical situations.

It is also suggested to increase the number of pet exotic animals attended in the VTH.

#### 3.1.3.4 Decision

The VEE is partially compliant with Standard 3.1.3. because of suboptimal clinical training in exotic pets and equine.

### 3.1.4. Clinical Sciences in food-producing animals (including Animal Production and Herd Health Management)

#### 3.1.4.1. Findings

The curriculum at the VEE integrates theoretical knowledge with hands-on practical experience. Specific modules cover ruminants, pigs and poultry medicine, herd health management, reproduction, infectious diseases, nutrition, and preventive medicine. Students receive around 150 hours of lectures, tutorials, and practicals focused on food-producing animals in the preclinical years (years 1-2), with additional hours allocated during clinical rotations.

Practical training in the early years is conducted at multiple facilities, including the University Farm, which houses 240 dairy cows and 140 sheep. These activities account for 40% of the practical hours dedicated to food-producing animals. In Year 4, students participate in the lambing activities under the supervision of Year 5 students.

In Years 4 and 5, the students have 32 hours of small-group clinical practicals in farm animal species, including herd health management and production animal medicine. Clinical rotations in food-producing animals occurred in Year 6. In Year 6, the students undertake 4 weeks in farm animal studies. Each rotation typically involves small groups of 3-5 students. The farm animal rotation is structured so that each student gets a similar experience, rotation through ambulatory, clinical skills/hospital, production and herd health weeks in addition to abattoir visits. Additional weeks include shared rotations focusing on multi-species clinical training. During these weeks, students actively participate in diagnosing and treating cases in dairy, beef, and small ruminants. Pigs and poultry are occasionally seen in the ambulatory clinics.

The hospital is considered a two-way to send patients back to the farm of origin once examined and treated (only 28 cattle in 2023-2024). The hospital comprises animals referred by other veterinary practices and animals from the ambulatory practice. In some cases, animals with chronic conditions will be donated for teaching before there are any negative welfare effects. These animals will then be euthanised and sent for necropsy for further teaching. In the last year, 28 animals were used, meaning that the vast majority of cases seen by the students are coming from the ambulatory services. The vast majority of in-patients are small ruminants (both for obstetrics and surgery on “small ruminant pets”).

During clinical rotations, students take on active roles, including performing clinical examinations, administering treatments, assisting in surgeries, and participating in herd health consultations. The small size of the group ensures full participation of the students. For instance, students routinely conduct fertility checks using rectal palpation and ultrasonography, Breeding Soundness Examination, administer vaccinations and medications and assist with obstetric interventions such as calving or lambing. They are also involved in designing herd-level health programs, including mastitis prevention and metabolic disease management.
Rotations are structured to provide at least 10 full days dedicated to ambulatory clinic visits, alongside in-house hospital-based rotations. Students gain exposure to ambulatory cases (7217 in 2023-2024), which include first-opinion cases, emergency treatments, and herd health assessments.

Herd health management teaching is organised with 50 hours dedicated to this subject alone. During these sessions, students learn to perform herd-level diagnostic work, analyse production data, and recommend interventions to improve productivity and animal welfare. Routine herd health visits at the University Farm include fertility checks, vaccination programs, and mastitis control protocols.

The ambulatory clinic provides students with exposure to approximately 7217 animal cases in 2023-2024. Each student is required to complete a minimum of 10 ambulatory visits to ensure consistent exposure to first-opinion cases, herd health consultations, and emergency calls. Case types include dystocia, metabolic diseases, and infectious outbreaks.

Training in disease prevention and biosecurity is part of the curriculum, integrated into both theoretical modules and practical rotations. Students are taught to design and implement biosecurity protocols, particularly during farm visits and food production unit inspections. Approximately 30 hours of teaching are dedicated to biosecurity in food-producing animals.

The program ensures exposure to cattle and sheep mainly. Poultry-specific training includes 10 hours of lectures and optional placements in poultry farms and processing plants. The farm animal ambulatory practice allows for seeing backyard poultry and a small-scale operation with a maximum of 300 laying birds. In addition, there is a demonstration of post-mortem (PM) techniques for game birds and a discussion of the common conditions affecting them during the farm rotation. Further PM discussion/demonstration of avian PM techniques is given during the pathology rotation, introduced in 2024-2025. Poultry is also covered in the VPH course with some examples and discussion of diseases and welfare during sessions with PM/abattoir specimens. However, there is no mandatory visit to a poultry farm for the students.

For pigs, in addition to lectures and potential individual cases in ambulatory clinics, a systematic and compulsory visit is organised to a pig herd to address herd health management with the support of a partner pig practitioner.

Aquaculture species are addressed through a 5-hour seminar and optional practicals conducted at external facilities. There is no hands-on clinical aquaculture training at the VEE primarily due to the regulatory framework established by the Veterinary Surgeons Act 1966, which allows much of the routine health management and treatment of farmed fish to be carried out by appropriately trained fish health professionals, including a very small number of aquaculture veterinarians working in private practice. The relatively low demand for aquaculture-focused veterinary graduates in the UK has contributed to the limited hands-on training in most UK vet school curricula. Any student showing an interest in this area is supported in obtaining appropriate EMS.

The curriculum integrates aspects of veterinary public health, economics, and sustainability into food-animal clinical sciences. Students are trained to assess economic and environmental impacts when making herd-level health decisions. An estimated 20 hours of teaching focuses on these interdisciplinary themes.

The curriculum is organised in a way that students dedicate at least 30 hours to solving real-life and simulated cases. Examples include analysing herd health data for mastitis control, evaluating nutrition plans for dairy herds, and designing vaccination programs.

Students are assessed through written exams, clinical skill evaluations, and performance reviews during rotations. Students complete the MEQ at the end of the rotation, which is shared with staff who participate in the rotation and improvement plans are developed to address any feedback to improve the rotation. The RCVS VetGDP survey of new graduates is used to see if the

teaching matches the skills required for day-1 competent farm veterinarians. In addition, there has been engagement with the BCVA, which developed some farm-specific D1C that are being applied to the farm animal curriculum.

**3.1.4.2. Analysis of the findings/Comments**

The academic staff/student ratio is commendable and remarkably high, with groups of 3 to 5 students supervised by a clinician, providing high-quality supervision, constant feedback and proximity to the students.

The progression through the farm animal rotation is well thought out, the diversity of activities (mainly in cattle and sheep) is excellent, and the organisation allows all students to have similar training in both the pre-clinical phase, propaedeutic (healthy animals, university farms) and clinical phase through the ambulatory clinic. Some lectures are given jointly by clinicians and basic scientists which allows a good alignment of learning objectives.

The absence of digital records of cases seen in the ambulatory clinic probably limits the possibility of following in real time the diversity/number of cases and limits the possibility for retrospective studies (see chapter 5.4).

Due to the limited number of vets specialised in pigs and poultry production and also for biosecurity reasons, the VEE has some difficulties in ensuring a sufficient number of clinical cases in pigs and poultry.

To mitigate fluctuations in case the availability of pigs

- A contract has been made with a local farmer to ensure handling, teaching, and collection of piglets for dissection and PM.
- A collaboration with a local pig vet is in place to ensure that all the students conduct a pig herd health visit.

To mitigate fluctuations in case availability and ensure students gain essential experience in poultry medicine, the VEE have implemented the following strategies:

- Engagement with Small Flocks and backyard cases in Farm Animal Rotations during the ambulatory practice
- Collaboration with Specialist Poultry Practices. An Associate Lecturer within the Department, who is a partner in a specialist poultry practice, provides additional learning opportunities for students interested in poultry medicine. Students with a particular interest in this field have undertaken Extra-Mural Studies (EMS) placements with this practice, further supplementing their clinical exposure.
- Use of Poultry Cadavers for Veterinary Public Health (VPH) Teaching. Students examine poultry cadavers on at least four occasions throughout the course (2nd YR, 4th YR and 5th YR). As part of their VPH training, during virtual abattoir visits (4th YR) students gain knowledge & understanding by watching video clips from poultry slaughterhouses (ante & post-mortem inspection).

Nevertheless, despite this mitigation, there is still an issue with the absence of mandatory visits to a poultry farm by all the students.

**3.1.4.3. Suggestions for improvement**

The establishment of a variety of long-term partnerships with veterinarians/industry involved in poultry and swine could increase students' exposure to clinical training beyond backyard farms and allow the organisation of systematic visits.

#### 3.1.4.4. Decision

The VEE is partially compliant with Standard 3.1.4. because of suboptimal clinical training in poultry.

## 3.1.5. Veterinary Public Health (including Food Safety and Quality)

#### 3.1.5.1. Findings

The slaughterhouse, which operates as a full-throughput, four-species (Bovine, Ovine, Porcine and Caprine) facility at the University of Bristol Langford campus is used for VPH teaching and research purposes. The slaughterhouse is approved by the national authority in line with regulations of the hygiene of foodstuffs, specific hygiene rules for food of animal origin, official controls and the welfare of animals. All staff of the slaughterhouse are trained in animal welfare, biosecurity and animal by-products. Students are supervised by a VPH academic staff during the slaughterhouse visit. There is a "Meat Industry Training" room in the slaughterhouse used for research, training and case discussions. The room also houses a VPH library and simulations for captive bolt training.

Related to the extramural visits in slaughterhouses and related premises for training in VPH, a 1-day compulsory visit to a slaughterhouse during the semester and a week in summer in a mixed red meat slaughterhouse (in Bristol) are carried out on a compulsory basis for 4th-year students. Interactive teaching takes place with about 30 students in the 5th year of VPH teaching.

In the 6th year, visits to a family farm, red meat abattoir and a cutting plant (with a meat products preparation unit) take place with groups of about 6-8 students. Inspection, auditing, sustainability and all official control tasks related to the visited premises are discussed within the frame of the farm-to-fork approach. Acquisition of VPH knowledge is evaluated by a written report about two postmortem meat hygiene samples, including legal standards and advice to the farmer.

No poultry slaughterhouses (Table 5.1.8) visits have been organised since COVID-19; however, the VEE offers teaching videos for poultry processing as compensation. No lab and desk work and seminars (Table 3.1.2.) are in place for the practical teaching of VPH.

#### 3.1.5.2. Analysis of the findings/Comments

The VEE must be commended for its well-developed VPH and One Health theoretical teaching. VPH subjects were introduced in the early stages of the curriculum, which is a good indication of a layered teaching approach. The slaughterhouse and meat processing plant visits and collaboration with external stakeholders provide students with practical exposure and industry experience. The VEE organises slaughterhouse visits for ante and post-mortem inspections (for cattle, sheep and pig), however, a very limited variety of processes for meat products are provided to the students.

VPH training is carried out in an integrated and holistic manner by the VEE as theoretical topics are spread throughout different years of the study under many disciplines. The subjects regarding VPH begin in year 2 and are discussed mostly as "Veterinary Legislation" and "Food Hygiene and Environmental Health". The content of VPH courses includes 2-3 hours of lectures on foodborne diseases and one lecture on food microbiology with no practical hours allocated

to food microbiology laboratory training, fish and fishery products, and sampling of food of animal origin. This is partly compensated by excellent and well-documented theoretical teaching.
A limited number of non-clinical animal work and seminars in VPH is provided in Table 3.1.2 of the VEE curriculum. Not all the aspects of VPH (including FSQ) are covered and the subjects are focusing on the theoretical knowledge of roles and responsibilities of Veterinarians and official controls and not on process/production-centred competences, so that less is given to the process and premises of foods of animal origin (except red meat production). In particular, a few hours are offered in fishery product inspection and food microbiology, and no practical hours are carried out on milk and milk products. Dairy processing plant visits are not considered, as well as poultry processing plant visits in VPH training. This is partly compensated by excellent and well-documented theoretical teaching.
The poultry meat inspection has been carried out as virtual training since COVID-19. External activity in food processing plants other than ruminant, sheep and pig slaughterhouses is not carried out.
In addition, no evidence was observed about the VPH curriculum to be decided and revised in line with the feedback from students and other stakeholders to close the loop for the QA circle of VPH training.

#### 3.1.5.3. Suggestions for improvement

It is suggested to increase the number of VPH (including FSQ) teaching hours with a special focus on food microbiology practical training, including sampling, microbiological and chemical analysis of foods of animal origin. It is also suggested to incorporate into practical training hours product-specific food hygiene, technology and process control, including for fish and fishery products and dairy technology.

#### 3.1.5.4. Decision

The VEE is partially compliant with Standard 3.1.5. because of insufficient practical training in food processing and food microbiology.

### 3.1.6. Professional Knowledge

#### 3.1.6.1. Findings

In 2021, the VEE introduced a new Clinical Phase for Years 4-5 with species-based and Veterinary Public Health integrated courses. The Final Veterinary Examinations now include Part I assessments across six terms, with the final term featuring objective structured clinical examinations (OSCEs) and professional conduct testing. A new e-portfolio system and Directly Observed Procedural Skills (DOPS) were implemented as part of Final Veterinary Examinations Part II, with the first cohort graduating under this curriculum in June 2024. Clinical rotation weeks increased from 22 to 26 between 2022-2024, with additional weeks in the Royal Society for the Prevention of Cruelty to Animals (RSPCA Clinic).
There is no description in the SER for the 3.1.6. However, the VEE integrates professional knowledge and soft skills throughout its 6-year curriculum (see the EXCEL file 3.3 reports curriculum mapping to D1Cs, including ILOs, for most courses throughout the 6-year programme). Subjects linked to Professional Knowledge (including soft skills, e.g. communication, teamwork skills, management skills) include inter alia information literacy and data management, professional ethics and communication, clinical practical training in

common animal species, herd health management and veterinary legislation.
The program demonstrates a structured approach to developing professional competences through a combination of theoretical coursework, practical training, and clinical experience. Communication skills are progressively developed through role-play scenarios, reflective exercises, and practical experience during clinical rotations. The 2021 curriculum review enhanced the integration of professional skills by implementing species-specific courses and themed sessions. Practice management, ethics, and business skills are embedded within clinical rotations, while transferable skills focusing on teamwork, self-audit, and lifelong learning are systematically developed throughout the program.

**3.1.6.2. Analysis of the findings/Comments**
The 2021 curriculum reorganisation further enhanced this integration by implementing species-specific courses that combine theoretical and practical elements. Based on the provided findings, Cambridge's veterinary program complies with the professional knowledge standard. The evidence shows comprehensive integration of required elements for balanced and coordinated training that enables graduates to perform their duties responsibly and ethically.

**3.1.6.3. Suggestions for improvement**
It is suggested to ensure that the field of Economics in Practice and Practice Management is covered in more detail.

**3.1.6.4 Decision**
The VEE is compliant with Standard 3.1.6.

**Standard 3.2: Each study programme provided by the VEE must be competence-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. Findings**
The study programme is competence-based, using Day One Competences (D1Cs) of the RCVS and EAEVE to inform Intended Learning Outcomes (ILOs) at various levels. The Final VetMB degree is clearly specified as corresponding to FHEQ 'level 7' and QF-EHEA 'second cycle (end of cycle)', aligning with national and European qualifications frameworks.

The VEE demonstrates a QA system through:
- The Clinical Curriculum Review Group (CCRG), which ensures compliance with accrediting bodies' requirements
- Regular surveys and feedback mechanisms, including the Annual Clinical Phase Course Survey and National Student Survey

- The EQIP's analysis of survey data and implementation of improvements
- The Teaching Venue Inspection Visit (TVIV) Group, which quality assures physical teaching environments

The programme provides various learning opportunities, including:
- 24/7 access to the Clinical Skills Centre with interactive models and simulators
- Quiet study spaces in the area of the VEE
- College and University Libraries
- Flexible spaces for independent and group study.

Students are involved through membership in the CCRG, MVST Part 1, MVMCR, participation in surveys and feedback mechanisms, and the 'Evidence of Outcomes' document, which closes feedback loops.

The programme encourages lifelong learning through the development of transferable skills, including communication, teamwork, and self-audit; the e-Portfolio system, which includes reflections on experiences and various assessments; and emphasis on continuing professional development throughout students' careers.

**3.2.2. Analysis of the findings/Comments**
The study programme provided by the VEE is competence-based and designed so that it meets the objectives set for it, including the intended learning outcomes.
The qualification resulting from a programme is clearly specified and communicated, and it refers 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 has 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 are clearly described, as well as the involvement of students.
The VEE encourages and prepares students for lifelong learning.

**3.2.3. Suggestions for improvement**
None.

**3.2.4. Decision**
The VEE is compliant with Standard 3.2.

**Standard 3.3: Programme learning outcomes must:**
- **ensure the effective alignment of all content, teaching, learning and assessment activities of the degree programme to form a cohesive framework**
- **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. Findings**
Programme Learning Outcomes (PLOs) are included in the Programme Specification documentation and are mapped to EAEVE and RCVS Day One Competences (D1Cs) to ensure alignment of all content, teaching, learning, and assessment activities.

The PLOs are explicitly mapped to EAEVE and RCVS Day One Competences, as evidenced by Appendices 3.3 Curriculum Mapped to D1Cs and 3.3 EAEVE and RCVS D1Cs Mapping.

Course-level Intended Learning Outcomes (ILOs) are stated for the majority of courses; some at years 1 and 2 are in progress, and unit-level ILOs are being constructed. For Years 4-6, ILOs are provided for all lectures, practicals, and clinical rotations, forming the basis for individual unit objectives.

PLOs are publicly available online, and ILOs are accessible to all students and staff through the virtual learning environment (Moodle). ILOs are communicated to students at the start of each teaching session.

ILOs are reviewed annually by lecturers and module organisers. Proposed changes are communicated to the Deputy Director of Teaching (Curriculum) and may be reviewed by the Teaching Operations Committee and Clinical Curriculum Review Group. A holistic review is planned for the 2024-25 academic year.

**3.3.2. Analysis of the findings/Comments**
The study programme and the learning outcomes form a cohesive framework that allows for an effective alignment of all content, teaching, learning and assessment activities. Day One Competences are described and communicated. Objectives and learning outcomes of individual units of study are explicitly stated and communicated on the VEE's and the University's websites. The study programme and learning outcomes are regularly reviewed, managed and updated, with some exceptions (see Standard 3.1.2).

**3.3.3. Suggestions for improvement**
It is suggested that the VEE provides a more comprehensive overview of the general learning outcomes and harmonises the learning objectives of the individual courses for the last three years.

**3.3.4. Decision**
The VEE is compliant with Standard 3.3.

**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. Findings

The University and the VEE have a committee structure that includes student representation on key committees such as the Faculty Boards, MVST Part 1 Committee, Veterinary Education Committee (VEC), and Clinical Curriculum Review Group (CCRG).

The VEC is responsible for overseeing veterinary education, ensuring coherence between preclinical and clinical parts, and maintaining appropriate curriculum balance and standards.

The Faculty Boards of Biology and Veterinary Medicine, along with their respective committees, are responsible for determining the curriculum design and delivery methods for different parts of the program.

The Education Quality Improvement Programme (EQIP) group oversees the QA of the curriculum, gathering and evaluating feedback and assessment outcomes.

The CCRG performs ongoing reviews of the clinical curriculum, leading to continuous improvement. This addresses the requirement for periodic in-depth reviews.

The Teaching Operations Committee (TOC) is responsible for identifying and meeting the training needs of staff engaged in teaching delivery.

The Clinical Curriculum Review group was established in the academic year (AY) 2022/23 to review and refine the clinical curriculum on an ongoing basis. This group includes students and a local practitioner. There was a curriculum review of the Year 4-6 teaching in 2018/19 and there is also an ongoing curriculum review of the teaching in Years 1 and 2 that is due to be completed in AY 2026/27. A holistic curriculum review encompassing all teaching across Years 1-6, which will involve staff, students and stakeholders, is being initiated in the current academic year.
As an example of the means to determine the pedagogical basis, design, delivery methods and assessment methods of the curriculum, the COVID pandemic allowed for comparing directly online versus on-site teaching, e.g. in pharmacology. The result was that approx. 5% of online modules used during COVID-19 were carried forward and are still used actively. The students are informed of this at the beginning of the course to indicate why certain practicals are held on-site.

### 3.4.2. Analysis of the findings/Comments

There is 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. Feedback is gathered from all stakeholders, as well as data from examination/assessment outcomes. Ongoing reviews and periodic in-depth reviews of the curriculum are performed.

### 3.4.3. Suggestions for improvement

None.

**3.4.4. Decision**
The VEE is compliant with Standard 3.4.

**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 extra-murally, with the student being under the direct supervision of a qualified person (e.g. a veterinary practitioner) or intra-murally, 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. Findings**
The UK's implementation of Elective Practical Training (EPT), known as Extra-Mural Studies (EMS), encompasses two distinct periods with different requirements based on graduation timelines. For students graduating before 2030, the program requires a total of 38 weeks of practical training. This comprises 12 weeks of Animal Husbandry EMS (AHEMS) completed in pre-clinical years before Year 4, followed by 26 weeks of Clinical EMS (CEMS) undertaken during Years 4-6 before final examinations. These students must fulfil specific species requirements, dedicating two weeks each to horses, cats/dogs, sheep, cattle, and pigs during AHEMS, with an additional two weeks available for any species, including non-domestic animals. The CEMS component requires a minimum placement of two weeks each in equine, farm, and small animal practices.
The system undergoes significant changes for students graduating in 2030 and beyond. The total required duration decreases to 30 weeks, consisting of 10 weeks of AHEMS and 20 weeks of CEMS. Notably, the species-specific requirements are eliminated, though students are encouraged to maintain diverse exposure across different animal types to maximise their educational experience. The VEE has added pig handling training and assessment in the 2024-2025 academic year, and this, alongside the small group clinical practical (SGCP) and animal handling assessments, ensures that all students have training in animal handling and husbandry in all common domestic species. At the end of Year 6, students can choose an area of interest (e.g. anaesthesia, equine practice) in which to undertake an additional 4 weeks of clinical training (the ‘elective’ period), conducted intramurally and under the supervision of the teaching staff.

Regardless of graduation year, all EMS takes place externally to the Veterinary Education Establishment (VEE), complementing the core veterinary medicine curriculum. Students must demonstrate competence through animal handling assessments before undertaking AHEMS with common domestic species.

### 3.5.2. Analysis of the findings/Comments

The VEE demonstrates compliance with Standard 3.5 through its comprehensive EMS/EPT system. The structured program of 38 weeks (pre-2030) or 30 weeks (post-2030) effectively complements the core curriculum while maintaining a clear distinction from Core Clinical Training. Prerequisite AHEMS and CEMS ensure student preparedness, while the Year 6 4-week elective period provides valuable opportunities to enhance their professional knowledge and soft skills. Recent enhancements such as pig handling training reflect continuous improvement efforts. The VEE has opted to implement predominantly extra-mural training (except the 4-week elective), which represents a specific implementation choice within the range of options the standard allows. The post-2030 reduction in required weeks and removal of species minima strikes an appropriate balance between structure and the flexibility emphasised in Standard 3.5.

### 3.5.3. Suggestions for improvement

None.

### 3.5.4. Decision

The VEE is compliant with Standard 3.5.

**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. Findings

The VEE maintains strict oversight of EPT through a comprehensive database system of approved placements. Provider approval requires signed agreements covering insurance, risk assessments, and safety protocols, renewed every three years. Veterinary practitioners must be RCVS registered. Overseas placements undergo additional vetting through specific questionnaires.

The evaluation system is bidirectional: providers assess student performance while students provide feedback on placements. A Veterinary school's Clinical Supervisor (VSCS) monitors each student's professional development through EPT. Two qualified veterinarians serve as EMS Coordinators for overall supervision, supported by an EMS administrator managing the database and student records. The E-Portfolio Academic Lead oversees student E-Portfolios, while individual student management remains with the VSCS. Problematic placements are managed and eventually removed from future database entries according to the SOP.

### 3.6.2. Analysis of the findings/Comments

The VEE shows a comprehensive EPT provider management system, which ensures quality control through formal agreements, standardised evaluation, and clear supervision structures. The bidirectional feedback mechanism ensures quality assessment while allowing providers to contribute to program improvement. The staffing structure meets the standard's requirement for teaching staff supervision through multiple layers of oversight. The blacklisting system for

problematic placements demonstrates effective quality control in provider relationships.

**3.6.3. Suggestions for improvement**
None.

**3.6.4. Decision**
The VEE is compliant with Standard 3.6.

**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. Findings**
The VEE delivers comprehensive pre-placement training for students before AHEMS and CEMS placements in Years 1, 2, and 4, reinforced through regular VSCS meetings. Students must complete health and safety training and pass animal handling assessments before AHEMS, plus complete an 'EMS Passport' before CEMS.
Students independently establish and reflect on placement objectives under VSCS guidance, with stage-appropriate suggestions provided via an online handbook. For pre-2030 graduates, this process covers CEMS placements, while post-2030 graduates must complete this for both AHEMS and CEMS. Complete documentation is mandatory for progression to the Finals Part 2 examinations. Documentation is managed via Moodle (2025-2026 graduates) or MyProgress E-Portfolio (2027 onwards).
The E-Portfolio platform, externally examined since 2023-24, includes a structured assessment of students' reflective writing by VSCSs using standardised rubrics (Annex 8.2). The E-Portfolio platform incorporates external examination, student feedback mechanisms, and quality assurance measures. Students write about their EPT experiences (reflective essays), which are evaluated on reflective writing quality. VSCSs receive specific training and monitor performance through regular meetings. All feedback is stored in MyProgress for student review and reflection. Quality measures include random reviews of scores and feedback, blind marking of reflective essays with 10% double-marking, and external examiner comparison across UK veterinary programs.
Students can report issues through multiple channels: email, telephone, the 24/7 College Porter system, or anonymously via the E-Portfolio's welfare check-in system. A centralised spreadsheet, accessible to the Veterinary Studies Programme Manager and EMS Coordinators, tracks all reported issues and outcomes. The VEE maintains support systems including the Harassment and Violence Support Service, Student Counselling, and College Tutor pastoral support.

**3.7.2. Analysis of the findings/Comments**
The VEE demonstrates a structured approach to student responsibility and quality assurance. The pre-placement training sequence across Years 1, 2, and 4 establishes clear expectations, while prerequisites like health and safety training, animal handling assessments, and the 'EMS Passport' ensure proper preparation before placements. Student responsibility is promoted

through the objective-setting and reflection process. Students maintain proper records through evolving digital platforms, with mandatory documentation linked to examination progression.

The VEE's multi-layered quality assurance system combines external examination with standardised assessment, complemented by a robust complaint mechanism offering anonymous reporting and 24/7 support. The MyProgress E-Portfolio system, even though not yet fully functional (see Standard 8.5), enhances both record-keeping and quality monitoring while facilitating comprehensive documentation of student development.

#### 3.7.3. Suggestions for improvement
None.

#### 3.7.4. Decision
The VEE is compliant with Standard 3.7.

## 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. Findings
The veterinary curriculum is delivered across two main locations: the University campus in central Cambridge (Downing and New Museums Sites) and the Department of Veterinary Medicine on the West Cambridge Site, located approximately 2 miles from central Cambridge. Most of the teaching for Years 1 and 2 takes place in central Cambridge, with some seminars and practical sessions held at the Department of Veterinary Medicine. Teaching for Years 4-6 is conducted entirely at the Department of Veterinary Medicine. All lecture halls and teaching spaces are accessible by wheelchair.
The Department’s Estate Oversight Committee, whose chair is the Head of the Department, is tasked with planning, prioritising, and overseeing works throughout its estate. The infrastructure of the VEE is managed and inspected by the Facilities teams, with support from the University's Estate Management and Safety Office. They oversee statutory inspections, testing, and major maintenance, covering areas such as water, fire, electrical systems, ventilation, asbestos, pressure vessels, and security. Additionally, the Department of Veterinary Medicine has introduced a new inspection program to assess and audit the safety of all teaching spaces used by veterinary students.
Risk assessments for teaching activities are uploaded to Moodle before sessions, and incidents are reported through the University’s AssessNET online reporting system for investigation. The Departmental Safety Committee, including key safety officers, reviews safety precautions, updates policies, tries to promote safety involvement, and addresses accidents or incidents, ensuring the continuous development of safe working practices.

#### 4.1.2. Analysis of the findings/Comments

The distribution of teaching across two main locations is well-organised. This split allows students to move progressively from foundational knowledge to specialised clinical training. The fact that all lecture halls and teaching spaces are wheelchair accessible ensures inclusivity.
The implementation of a new inspection program specifically for veterinary teaching spaces shows the Department's commitment to ensuring these spaces meet safety standards.

**4.1.3. Suggestions for improvement**
None.

**4.1.4. Decision**
The VEE is compliant with Standard 4.1.

**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. Findings**
The VEE has 7 lecture theatres, two of them at the Department of Veterinary Medicine, with different capacities (between 85 and 450 people), and 10 seminar rooms, five at the Department of Veterinary Medicine (with a capacity of 15-60 people). There are 11 laboratories and other practical facilities, including a clinical skill centre, with a variable capacity located in different Departments. All of them are equipped with multimedia technology or with the equipment needed for each training. The VEE also has several BSL-2 laboratories for use with viruses, bacteria and fungi.
Students at the University's central campuses enjoy easy access to recreational facilities, including shops, cafes, and restaurants, as well as their College's catering, sports, and library services. Enough lockers are available in the Department of Anatomy (for preclinical studies) and in the clinical veterinary department of the Student Resource Centre (for clinical studies). The University Library, located within a mile, is open to all students.
At the Department of Veterinary Medicine, students have access to changing and shower facilities in the Student Resources Centre. Additional changing rooms are available in various buildings. The Student Resources Centre also features a social area, a kitchen and quiet workspaces. Vending machines are available for both staff and students. The West Hub offers additional food outlets, study areas, and a library, with the University Sports Centre and Gym located on the West Cambridge Site.
There are no specific accommodation facilities for students or staff during night duties, but students can go to the Student Resource Centre, which is very close to the Hospital.

**4.2.2. Analysis of the findings/Comments**
The VEE is commended for the rational and multiple use of many labs for practical training.
The VEE is also commended for the numerous and well-equipped facilities for self-learning, recreation and food service.
The VEE facilities are well-equipped to support both the academic and personal needs of

students and staff. From teaching resources to recreational spaces, locker and sanitary facilities, and food services, the VEE has a balanced and well-supported environment conducive to learning, working, and well-being. This holistic approach aligns well with the philosophy that adequate resources are in place to facilitate a successful educational experience for all involved.

**4.2.3. Suggestions for improvement**
None.

**4.2.4. Decision**
The VEE is compliant with Standard 4.2.

**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. Findings**
The University Farm, located 3.7 miles from the Department of Veterinary Medicine, is a 240-cow dairy unit with 215 breeding ewes. The farm is equipped with hand washing, boot washing, and changing facilities, including showers for staff and students.
Merton Hall Farm (MFH) is a small farm located at the Department of Veterinary Medicine and serves as the live animal teaching unit. MFH houses eight horses and three cows year-round, and twelve sheep from the University Farm when required for teaching and assessment. The barn-style facility includes seminar rooms and a tack room for teaching.
The Large Animal Unit has recently refurbished the isolation facilities, which are not yet operational.
The Clinical Skills facilities include the Pauline Brown Clinical Skills Centre and Merton Hall Farm, both for teaching clinical skills. These facilities offer multi-functional rehearsal spaces, a diagnostic imaging room, and a consultation room. Available to students throughout their course, they provide a range of learning methods focused on hands-on learning, from basic animal handling to task-based training and case scenarios.
The post-mortem facility, located in the Gresham Building, includes specific necropsy rooms for both large and small animals, which are accessed through changing and shower facilities.
VPH (Veterinary Public Health) teaching utilises the abattoir at the University of Bristol's Langford campus.

**4.3.2. Analysis of the findings/Comments**
The VEE is commended for the efficient use of the anaerobic digester to provide electricity in livestock facilities, in terms of environmental sustainability.
The facilities and equipment used by the VEE conform to established veterinary training standards in most aspects of the profession. However, biosecurity procedures in some

extramural facilities used for teaching are suboptimal. While the VEE facilities provide good opportunities for teaching handling and propaedeutics, there is no clear isolation facility in the farm nor clear signalisation of biosecurity procedures. During the slaughterhouse visit, special clothing was provided to adhere to biosecurity regulations for the team; however, biosecurity measures were not fully implemented in the visited family-owned slaughterhouse as the team noted the presence of some pieces of visceral organs around the facility. The RSPCA Cambridge branch clinic does not have a formal isolation area. This is partly compensated by the VTH isolation facilities.

#### 4.3.3. Suggestions for improvement

It is suggested to improve the biosecurity procedures in different extramural facilities where students are trained.

#### 4.3.4. Decision

The VEE is partially compliant with Standard 4.3. because of suboptimal biosecurity procedures in some extramural facilities used for teaching.

**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. Findings

The Veterinary School Clinical Services include 4 facilities:

- Queen's Veterinary School Hospital (QVSH)
- RSPCA Cambridge branch clinic
- Cambridge Equine Practice
- Cambridge Farm Animal Veterinary Services.

All the clinics are open 24/7.
The QVSH is a referral and primary care hospital for small animals. Key on-site facilities include: reception and waiting area, 8 canine consultation rooms, 1 cat-friendly room, 4 canine wards (56 patients), 2 cat wards (30 patients), isolation ward (8 patients) and intensive care (7 patients). Surgery facilities include 5 operating theatres, 4 anaesthesia bays and one minimally invasive suite. Imaging includes 4 X-ray suites, 2 Doppler ultrasound machines, MRI, nuclear medicine, endoscopy, thermography, fluoroscopy, and CT facilities (in partnership with Cambridge Radiology Referrals). Cancer Therapy Unit (CTU) has radiation therapy, chemotherapy and a CT scanner. There are diagnostic labs for biochemistry, haematology,

cytology, microbiology, parasitology, histopathology, and immunohistochemistry.
The Cambridge RSPCA clinic is a first-opinion practice with 3 consultation rooms and a pharmacy, where complex cases that require further diagnostic investigations or in-patient care are transferred to the QVSH.
The Cambridge Equine Practice is a first-opinion service providing ambulatory and clinic-based care to horses. Services offered basically include routine healthcare, vaccinations, pre-purchase exams, lameness evaluations, dental care, elective surgery and reproductive services. On-site facilities include seven stables in the Equine Diagnostic Unit (EDU), three stables in the intensive care unit, a dedicated mare/foal stable, and isolation facilities. Additional facilities include six loose boxes, a lounge area, a trot-up area, and four turnout paddocks. The Equine Hospital has been closed.
Cambridge Farm Animal Veterinary Services is an ambulatory practice providing veterinary care to University animals and local clients. On-site facilities include five large pens for adult cattle, sheep, goats, and camelids, along with a cattle race. There are also smaller pens for calves, sheep, goats, camelids, and pigs.

**4.4.2. Analysis of the findings/Comments**
The QVSH is equipped with state-of-the-art technology to support comprehensive veterinary care and teaching. The Cancer Therapy Unit facility is remarkable.
The VTH facilities include historical buildings surrounded by newly constructed buildings that integrate modern and sustainable technologies, creating a clear contrast with the dated VTH itself. While it is true that the current VTH reaches, in some terms, the minimum, it falls short of enabling the full potential of contemporary, sustainable technologies and procedures. This limitation could affect its efficiency and long-term viability. Furthermore, there are no formal plans in place for the development of a new, functional, modern VTH, which presents an opportunity to rethink and invest in an upgrade that aligns with the standards of sustainability.

**4.4.3. Suggestions for improvement**
It is suggested to analyse the possibility of building a new VTH to align with current technological advancements and sustainable practices.

**4.4.4. Decision**
The VEE is partially compliant with Standard 4.4. because the dated VTH does not allow for optimal use of modern, sustainable technologies and procedures.

**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. Findings**
A broad range of diagnostic and clinical facilities are available through QVSH, Cambridge Equine Practice, and Cambridge Farm Animal Clinical Services. The Equine Hospital is not currently active. The Pauline Brown Clinical Skills Centre is accessible to students throughout their course via scheduled sessions, peer-assisted workshops, one-on-one tutorials, and 24/7 drop-in

access. Communication skills are taught in small group clinical settings.

**4.5.2. Analysis of the findings/Comments**
Throughout their clinical rotations, students are exposed to the key diagnostic and therapeutic tools required for thorough professional training. The VEE offers a wide variety of updated procedures, equipment, and facilities. It is especially commendable that the number of students per group in the last year of the Degree allows personalised training with a very dedicated staff. The focus on communication skills in small group settings is commendable, ensuring students develop both technical expertise and effective client interaction skills, which are essential for a successful veterinary career.

**4.5.3. Suggestions for improvement**
None.

**4.5.4. Decision**
The VEE is compliant with Standard 4.5.

**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. Findings**
The small animal isolation ward is located separately from the main wards, with its own entrance and changing facilities. The equine isolation facility was closed in 2023. The farm animal hospital did not have a specific isolation area prior to the refurbishment of the Equine & Farm Animal isolation facilities. These facilities are currently not operational due to design issues. Standard Operating Procedures (SOPs) and Risk Assessments are in place for both small animal and temporary equine/farm animal isolation, with draft documents for the permanent facilities awaiting completion.
There is no isolation facility in the teaching farm.

**4.6.2. Analysis of the findings/Comments**
The Small Animal Isolation facility is in use and well-designed. However, separate Equine and Farm Animal isolation facilities are not currently active for clinical use, which may impact student clinical training based on limited hands-on experience in some diseases and reduced exposure to real-world scenarios. Some temporary facilities for large animals can eventually be used, but they have functional limitations.
The temporary unavailability of the Equine and Farm Animal isolation facilities can limit students' hands-on experience in managing infectious or high-risk cases. Without access to fully operational isolation areas, students may miss critical training opportunities in infection control, biosecurity, and treatment of isolated patients. This is partly compensated by excellent Isolation facilities for pets and temporary facilities for equines.

Some diseases not admitted in the small animal isolation facilities are common in practice, but students receive training in the management of these infectious diseases through lectures that are given in Year 4 as part of the Introduction to Small Animal First Opinion Practice module.

#### 4.6.3. Suggestions for improvement

It is suggested to upgrade the isolation facilities for equine and food-producing animals to ensure better adherence to the standards and promote more effective biosecurity measures.

#### 4.6.4. Decision

The VEE is partially compliant with Standard 4.6. because of suboptimal isolation facilities for equine and food-producing animals.

**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. Findings

Students are taught in the field of veterinary medicine during the compulsory Farm Animal Clinical Rotation. Students join the ambulatory farm animal veterinary practice serving clients around the VEE. They also receive Herd Health Management training through farm visits and a mandatory week covering herd and flock health management.

The farm animal practice is staffed by 4 full-time equivalent clinicians, and 2 Junior Clinical Training Scholars, and supported by large animal nurses and technicians shared with the equine clinics. Herd Health teaching is further supported by academic staff and a local pig practitioner.

The ambulatory practice is equipped with three 8-seater mobile vans, fully outfitted with diagnostic and surgical tools, including ultrasound, endoscopy, and mobile X-ray. Herd Health training is also enhanced by data analysis software.

#### 4.7.2. Analysis of the findings/Comments

Hands-on experience in farm animal practice allows students to gain practical knowledge in this field. The practice is very well-supported by the staff. The use of advanced mobile equipment and data analysis software enhances learning, ensuring students are well-prepared in this field. Overall, it provides a comprehensive and effective training experience.

#### 4.7.3. Suggestions for improvement

None.

#### 4.7.4. Decision

The VEE is compliant with Standard 4.7.

**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. Findings

Students are transported to extramural facilities via taxis or coaches operated by third parties, or, if a member of teaching staff has a D1 license, with a departmental 16-seater minibus. The farm animal practice uses three 8-seater vans for transport. Occasionally, cadavers or tissues are transported in appropriate containers to the post-mortem facility in ambulatory vehicles. Two livestock trailers are available for transporting small ruminants, pigs, camelids, and cattle, with staff members receiving appropriate training for animal transport. There are no vehicles available for equine cadavers' transportation.

**4.8.2. Analysis of the findings/Comments**

The transportation system for students and animals is well-organised and flexible, highlighting the commitment of the staff to this work. When needed, cadavers and tissues are safely transported following appropriate biosecurity measures. The existence of a vehicle for equine cadaver transport could be potentially useful for the VEE.

**4.8.3. Suggestions for improvement**

None.

**4.8.4. Decision**

The VEE is compliant with Standard 4.8.

**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 to 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. Findings**

The VEE is overseen by Biological Safety Committees at the Departmental level, which report to the University's Safety Committee to ensure biosecurity and compliance with Health and Safety regulations. These committees meet regularly, and their reports are submitted to the University Biological Safety Sub-Committee. Internal and external audits assess compliance, and all personnel must complete safety training before working unsupervised, with records maintained. Risk assessments and standard operating procedures are available to staff and students, with bespoke training options available.

The QVSH Infection Control Committee monitors biosecurity within clinical areas and the University farm, with policies in place for handling contagious diseases. Students receive health and safety procedures, and risk assessments are available on Moodle for practical intramural teaching and EMS placements. Specifically, at the start of their 4th year, students receive a Student Safety Document that they must sign, confirming they have read and understood several information, including the Department's risk assessment policy, and risk assessments. Students are also given introductory health and safety presentations prior to starting rotations. The VEE also has an anonymous feedback system for staff and students to report safety concerns and has recently started auditing teaching spaces for biosecurity.

Information is available for students and staff essentially online, while information is not always

posted on-site.

#### 4.9.2. Analysis of the findings/Comments

The inclusion of internal and external audits adds credibility, reinforcing the commitment to maintaining high standards.
The anonymous feedback system for reporting safety concerns and the recent initiative to audit teaching spaces demonstrate a proactive approach to identifying and addressing potential issues.
While the process of providing different information on Moodle and the complete Student Safety Document is comprehensive, there is a significant gap in ensuring that students have read and understood the information provided. The fact that students are required to sign a document confirming they have reviewed the materials does not guarantee engagement or comprehension. Some students are not aware of some of these procedures. This lack of oversight could lead to potential risks during practical work or EMS placements.
In several facilities, the posting of biosecurity procedures is incomplete, which can lead to inconsistent practices among staff, students, clients and visitors. It reinforces the need for more effective and visible dissemination of biosecurity procedures to ensure compliance and minimise risks. This is partly compensated by the availability of written biosecurity procedures.

#### 4.9.3. Suggestions for improvement

It is suggested to enhance the teaching of biosecurity procedures to ensure full understanding among students and staff. Additionally, it is suggested the posting of biosecurity protocols in key areas, ensuring they are visible and accessible to everybody.

#### 4.9.4. Decision

The VEE is partially compliant with Standard 4.9. because of suboptimal teaching and posting of biosecurity procedures.

## 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. Findings

For healthy animals, the VEE keeps a core number of animals to be used for teaching purposes (animal handling, live anatomy), mainly horses and ruminants. For exotics, the VEE works with local providers (such as the College of West Anglia). In addition to the dogs belonging to the VEE, the VEE has a register of dogs owned privately that can be solicited for handling. In addition, the VEE has a university farm that allows the students to be confronted with healthy cows and sheep. The College of West Anglia allows the student to be confronted with all the species (excluding cattle and sheep which are available on the university farm and allow early preclinical training).

For clinical cases across species**,** the VEE offers access to a wide variety of healthy and diseased animals from multiple species. Clinical case data highlights substantial numbers of companion animals (9,027 cases in the VTH), equines (1,944 extra-mural cases and 260 intra-mural), and farm animals (cattle: 7,217 cases; small ruminants: 1226 cases). For exotic pets, the report indicates 68 intramural cases in 2023-2024. These figures provide diverse hands-on training opportunities for students.

First-opinion cases are a significant part of clinical exposure, especially for food-producing animals and equines, where over 95% of cases are first-opinion. The report indicated the choice (due to financial constraints) to close the referral service for horses. Referral cases are currently primarily observed in companion animals, allowing students to experience advanced diagnostics and treatments during rotations.

For cadavers and materials for anatomy and pathology, the VEE maintains a reliable supply of cadavers sourced ethically from local abattoirs and pet donations. The importation of dogs from a shelter in the US has been in place for years. Annually, 151 companion animal cadavers are used for dissection, along with some availability of large animal specimens such as cattle (14 cadavers) and pigs (54 cadavers from a local farm). Exotic and avian species are also included in the teaching program.

For necropsy, the vast majority of animals used are companion animals (156 in 2023-2024) followed by small ruminants (40 cases) and exotic pets (81). Notably, only 9 cattle, 8 pigs and 5 horses are listed in Table 5.1.6.

Regarding clinical skills preparation, the Pauline Brown Clinical Skills Centre plays a pivotal role in preparing students for clinical tasks through models and simulators. Examples include haptic cow simulators for reproductive exams and equine limb models for nerve blocking practice. This approach ensures that students develop basic competences before interacting with live animals.

Data on clinical cases, cadaver use, and teaching materials are regularly recorded and reviewed by committees such as the Clinical Curriculum Review Group (CCRG). Feedback mechanisms are in place to address deficiencies, such as sourcing additional cadavers or improving species representation.

For Food-Producing Animals, in addition to the clients visited through the ambulatory service and the cases seen intramurally, the University Farm is a key resource, housing 240 dairy cows and 215 breeding ewes. These animals are utilised for handling, propaedeutics, and herd health management. In addition, swine pathology and clinical cases are supported by collaborations with local farms. For poultry medicine, the farm animal ambulatory practice allows seeing backyard poultry and a small-scale operation with a maximum of 300 laying birds. In addition, there is a demonstration of post-mortem (PM) techniques for game birds and a discussion of the common conditions affecting them during the farm rotation. Further PM discussion/demonstration of avian PM techniques will be given during the 2024-2025 introduced pathology rotation. Poultry is also covered in the VPH course with some examples and discussion of diseases and welfare during sessions with PM/abattoir specimens. For pigs, beyond the case of backyard pigs seen during ambulatory clinics, there is also a partnership with pig practitioners to organise systematic pig herd visits to address herd health management.

There is no hands-on clinical aquaculture training at the VEE primarily due to the regulatory framework established by the Veterinary Surgeons Act 1966, which allows much of the routine health management and treatment of farmed fish to be carried out by appropriately trained fish health professionals, including a very small number of aquaculture veterinarians working in private practice. The relatively low demand for aquaculture-focused veterinary graduates in the UK has contributed to the limited hands-on training in most UK vet school curricula.

For equine cases, teaching benefits from a mix of ambulatory services and extra-mural partnerships. All students participate in clinical rotations covering routine care and lameness evaluations. Facilities include isolation stables and a menage for diagnostic procedures. Since September 2024, 49 and 804 cases have been seen intramurally and extramurally. In addition, only 13 surgeries have been done (as a consequence of the closure of the referral service).

For exotic animals: Exotic and avian species are sourced from partnerships with the College of West Anglia, enhancing exposure to species such as reptiles, birds, and small mammals.

The welfare of animals used for teaching and educational activities is reported, monitored and reviewed by the Department of Veterinary Medicine and Ethics and Welfare Committee. The VTH publishes teaching welfare documents discussed and agreed upon by the Animal Ethics and Welfare Committee. They are updated yearly and sent to all staff involved in teaching.
They are also posted on the VTH website, freely available to all members of the VTH. All staff and students are also made aware of these documents quarterly and reminded that animal use for teaching must follow VTH policy. These welfare documents include notes on common signs of distress exhibited by animals, and staff would discontinue their use if any were seen and take steps to calm the animal. All staff running sessions are experienced in animal handling and are aware of animal welfare and react accordingly during a session and respond to any concerns raised by the students. Students are instructed to detect distress in the different species.

**5.1.2. Analysis of the findings/Comments**
The VEE is to be commended for:

- Extensive pre-clinical training in all common species in the university farm and the College of West Anglia;
- Excellent collaboration with RSPCA for first-opinion cases in companion animals (>3500 first-opinion cases).

Due to the limited number of vets specialised in pigs and poultry production and also for biosecurity reasons, the VEE has a suboptimal number of poultry farm visits. To mitigate fluctuations in case availability and ensure students gain essential experience in poultry medicine, the VEE have implemented the following strategies:
- Engagement with Small flock and backyard cases in Farm Animal Rotations during the ambulatory practice
- Collaboration with Specialist Poultry Practices. An Associate Lecturer within the Department, who is a partner in a specialist poultry practice, provides additional learning opportunities for students interested in poultry medicine. Students with a particular interest in this field have undertaken Extra-Mural Studies (EMS) placements with this practice, further supplementing their clinical exposure.
- Use of Poultry Cadavers for Veterinary Public Health (VPH) Teaching. Students examine poultry

cadavers on at least four occasions throughout the course (2nd YR, 4th YR and 5th YR). As part of their VPH training, during virtual abattoir visits (4th YR), students gain knowledge & understanding by watching video clips from poultry slaughterhouses (ante & post-mortem inspection).
However, there is no systematic poultry farm visit (see Chapter 3.1.4).

Since the closure of the equine referral services, it's impossible to include surgery or intensive care in the core curriculum for all students. There is some possibility of electives only at the moment. EMS placement in equine is mandatory, but there is no system in place to organise the teaching of the assessment of the students for surgery or emergencies in these EMS placements (see Chapter 3.1.3).

Based on the figures provided in Table 5.1.6 and Annexe 4, there is an insufficient number of necropsies for equines, pigs and ruminants necropsies as indicated in Annex 4 which may affect the acquisition by all students of the D1C concerned. Indeed, in 2023-2024 only 9 cattle and 5 horses were available for necropsy, limiting the possibility for the student to face enough diversity in case of diseases/lesions.

**5.1.3. Suggestions for improvement**
The establishment of a variety of long-term partnerships with veterinarians/industry involved in poultry and swine could increase students' exposure to clinical training beyond backyard farms.
The implementation and counting of necropsy of ruminants (cattle) during ambulatory clinics could contribute to increasing the caseload in cattle necropsy.

**5.1.4. Decision**
The VEE is not compliant with Standard 5.1. because of an insufficient number of equine, cattle, and pig necropsies, which may affect the acquisition by all students of the D1C concerned.

**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. Findings**
Regarding Comprehensive Extramural Studies (EMS), the students complete a mandatory 12-week Animal Husbandry EMS and a 26-week Clinical EMS program. These placements include farms, equine clinics, exotic animal facilities, and abattoirs. For example, students conduct lambing practices at the University sheep flock and gain exposure to mixed-species abattoirs at the University of Bristol.
For supervised placements, the external sites are thoroughly vetted, with formal agreements ensuring alignment with the VEE's educational objectives. Supervisors provide structured feedback, and students document their experiences in reflective logs.
A diversity of learning environments is offered to the students. Farm placements include herd health management and individual animal treatment, while equine placements focus on ambulatory services and first-opinion cases. Exotic animal placements, such as those involving reptiles or birds, are often conducted at specialised facilities like the College of West Anglia.
Strict protocols are in place to ensure student safety and adherence to biosecurity measures at all external sites. Students receive training in health and safety before attending placements.

For abattoir training, compulsory abattoir visits provide insights into food safety, hygiene, and official veterinary controls. These visits are supplemented by interactive classroom discussions to reinforce learning objectives.
The Colleges require all new or inexperienced supervisors to attend one or more training courses. These quality-assured sessions are run by the Cambridge Centre for Teaching and Learning. The Department and University provide many other opportunities for staff, including supervisors, to update their skills in teaching and assessment. Details of courses can be found here: https://www.training.cam.ac.uk/. Teaching staff are actively encouraged to participate in one or more quality-assured teacher training courses, and participation in the IFME programme is now mandatory for all new clinical teaching staff (including new senior clinical training scholars). Please refer to 9.3 for further details of staff training

**5.2.2. Analysis of the findings/Comments**
A List of external placements is updated, detailed and easily available on Moodle. The EMS data and the follow-up are very well-organised and robust and are very supportive and helpful for the students. Some materials are available for training the non-academic teaching staff for external placement, but it is not mandatory to follow this course (see Chapter 9.1).

**5.2.3. Suggestions for improvement**
A formal course on teaching and assessment methods should be delivered to all teaching academic and non-academic staff involved in external sites.

**5.2.4. Decision**
The VEE is compliant with Standard 5.2.

**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. Findings**
Regarding clinical skills preparation, the Pauline Brown Clinical Skills Centre plays a pivotal role in preparing students for clinical tasks through models and simulators. Examples include haptic cow simulators for reproductive exams and equine limb models for joint injection practice. This approach ensures that students develop basic competences before interacting with live animals. In Year 4, all the students participate in the lambing season under the supervision of Year 5 students.

Nursing Care Skills: Students acquire nursing care skills during supervised rotations in the Queen's Veterinary School Hospital (QVSH) and affiliated clinics. Training includes patient handling, catheter placement, medication administration, and monitoring of anaesthesia. Year 4 and 5 students are provided with nursing care skills and instruction in nursing procedures through small-group clinical practicals taught by registered veterinary nurses and vets. Students are instructed on how to handle patients, administer oral and parenteral medications, and use intravenous catheters and fluid administration pumps, among other nursing care skills. Registered veterinary nurses (RVNs) play a key role in mentoring students.

Students are actively involved in all stages of patient care, from initial examination to diagnosis,

treatment, and discharge. For example, during equine rotations, students manage lameness evaluations and surgical follow-ups under clinician supervision.
For companion Animals, the VTH allows exposure to small animal nursing and diagnostic procedures. This includes experience in critical care units and oncology services.
For farm and Equine Animals, during the ambulatory setting, students assist with herd health planning, fertility checks, and emergency treatments. For example, Equine rotations involve colic management, endoscopy, and diagnostic imaging.
Regarding exotic animals, though less frequently, students are provided opportunities to participate in nursing care for exotic species during placements at specialised facilities.
Clinical staff provide detailed feedback on students' nursing and decision-making skills through written assessments and direct observation.

**5.3.2. Analysis of the findings/Comments**
The VEE must be commended for:

- small groups of students mean high-quality supervision and students can learn with confidence;
- the access 24/7 to the skills lab can be commended;
- numerous skills lab workshops enable students to prepare for clinical rotations.

The students are well thought out and trained regarding nursing skills and have many opportunities to train themselves and receive feedback.

**5.3.3. Suggestions for improvement**
None.

**5.3.4. Decision**
The VEE is compliant with Standard 5.3.

**Standard 5.4: Medical records for patients seen intra- and extra-murally 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. Findings**
The VTH and the primary care practice currently use an AT practice management system. This system allows appointment diaries for all services and records patient and client details. In theory, it can record patient notes, medical records and other details, which are used in conjunction with paper patient files. The AT practice system is considered by the VEE as outdated. The current system is not efficient for retrieving information and does not support research effectively. Three separate systems are required for one patient record, complicating the system. Students report challenges in using and searching patient records in the current format. In addition, the students cannot easily search patient records to support their studies, which can impact their learning experience. There are a limited number of logins, which are constantly in short supply, which makes using the system for quoting and consults difficult. As a consequence, some clinical services develop their own system.

For ambulatory clinics, there is no digital system to record the clinical cases (paper format at the moment) seen during daily visits.

At this moment, the VEE is implementing a new cloud-based integrated practice management system, ProVet Cloud. At the time of our visitation, the system was not fully deployed.

The EMR system is supposed to be able to support retrospective studies and clinical audits, but this is not the case due to the outdated system. For example, anonymised data is used for case-based learning sessions. The system complies with data protection regulations, ensuring patient confidentiality. Regular audits ensure the accuracy and completeness of records.

**5.4.2. Analysis of the findings/Comments**
There is no unique and efficient recording system for clinical cases that limits the real-time monitoring of cases (number and diversity) seen by students and also limits the possibility of conducting retrospective studies and research. The new system (ProVet Cloud) was not yet in place at the time of our visitation.

**5.4.3. Suggestions for improvement**
The implementation of a digital recording system in ambulatory clinics could help to emphasise the diversity of cases encountered by the students and promote clinical research.

**5.4.4. Decision**
The VEE is partially compliant with Standard 5.4. because of a suboptimal recording system for intra- and extra-mural patients.

## 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. Findings**
The VEE uses a web-based virtual learning platform "Moodle", on which lecture materials are uploaded for student access. This platform is available to students at any time on any web browser, providing learning technology with the recordings of lectures, including provision of quizzes and forums. New Technologies for teaching programmes are searched and integrated into the teaching activity of the VEE by a unique "Teaching Operations Committee" which evaluates the feasibility of innovations to be introduced. Students can securely access Moodle both on and off campus via any web browser.
Physical libraries are easy for students to access.
There is a "clinical skills centre" including a variety of stations regarding basic animal handling, task-based practice using bench-top models, rehearsal of clinical skills in sequence and case-based scenarios.

The “Never the first time on a live animal” concept is underlined by the presence of this facility.

**6.1.2. Analysis of the findings/Comments**
The VEE is commended for the unique “Teaching Operations Committee” which evaluates the feasibility of innovations to be introduced to the teaching environment of the VEE.
The students have good access to the learning programme at any time, even at home.
Skills labs are accessible at any time for the students during their training.
Procedures for bibliographical search and access to databases and learning resources are taught periodically for 3rd, 4th and 5th-year students.
Learning sources provided by the University and the VEE are observed to be varied enough and accessible to all staff and students during the year. This environment with a variety of state-of-the-art learning sources guarantees students the acquisition of learning needs during their education period.

**6.1.3. Suggestions for improvement**
None.

**6.1.4. Decision**
The VEE is compliant with Standard 6.1.

**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. Findings**
There is a section of Clinical Veterinary Medicine collections within the main Library West Hub located a minute walk from the VEE and is open from 8 am until 9 pm Monday to Friday. The main Library, West Hub, has dedicated staff (a veterinary subject specialist librarian), necessary physical capacity and learning resources (for a wide variety of learning styles) as well as catering facilities.

The library team organises comprehensive training programmes to support students regarding literature searching and critical evaluation. The university offers IT services for students and staff with free access to Microsoft Office 365, including Word, Excel, PowerPoint, Outlook, OneNote, OneDrive, and Teams, training for the use of “Moodle” and access to online timetables. Wireless internet is accessible for staff and students across the whole University. In case of working far away from the University, a VPN is available for off-site access.

**6.2.2. Analysis of the findings/Comments**
The Library has a dedicated team of highly educated librarians. Books and e-books, journals and e-journals, are available for students, with a veterinary subject specialist librarian to guide them.

The university evaluates the effectiveness of Moodle in supporting students' learning. Current electronic information, databases and other intranet resources are easily available for students and staff.

**6.2.3. Suggestions for improvement**
None.

**6.2.4. Decision**
The VEE is compliant with Standard 6.2.

**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. Findings**
The main library has the latest editions of all clinical veterinary texts, and an online catalogue is provided, including listing books, journals, e-books and e-resources. The University has provisions for veterinary-related e-books to continue to be increased. The university subscribes to BSAVA online collections, in addition to major e-book collections from Proquest, EBSCO, Springer and Taylor & Francis.
Users can request new items for stock (print or electronic) using an online form available from the library website. Staff and students can access scientific journals across the University through the catalogue. Printed journal collections are available via scan and can be delivered directly by email. Requests via the catalogue programme are responded to within one working day. The library has a Non-Print Legal Deposit to access the electronic journals and books. The University provides remote access to a wide range of databases, including Web of Science, Scopus, and PubMed. A veterinary anatomy visualisation tool called Vet-Anatomy, is available. Electronic material is available to all staff and students via a secure password both on and off campus and is accessible 24/7.
Regarding the organisation and supervision of clinical skills facilities, the VEE has a team dedicated to the delivery of the teaching of clinical skills, with one veterinary surgeon, two veterinary nurses and two technicians. Clinical skills teaching begins as part of Year 4 and 5 small group clinical practice as decided by curriculum committees. Evaluation of clinical skill teaching is carried out by anonymous feedback from students on SGCPs via questionnaires and through the graduate survey.

**6.3.2. Analysis of the findings/Comments**
The VEE must be commended for the effective "Teaching Operations Committee" for the introduction of innovations in teaching activities and the well-organised use of clinical skills labs. Students may use the available benchtops and practise them as much as they need to get the necessary competence under the supervision of academic staff. There are no limitations for students to practice in the skills lab.

**6.3.3. Suggestions for improvement**

None.

**6.3.4. Decision**
The VEE is compliant with Standard 6.3.

## 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.**
**Formal cooperation with other VEEs must also be clearly advertised.**

**7.1.1. Findings**
Information about the course for potential applicants is published on the University's and the VEE's websites. These include information about student admissions and course content for both prospective national and international students.
The website of the Veterinary Schools Council, of which the University is also a member, has information for prospective applicants, on course types, entry requirements, financing the study, and prerequisites for work experience where the VEE on its own website clearly states it does not demand large amounts of veterinary vocational experience and that prolonged, varied and 'impressive' work experience will confer no additional advantage.
Prospective applicants are also informed through the annual VetCam residential course and three University open days. The VEE estimates that 30% of admitted students have attended VetCam and/or open days. The VEE holds an online offer holders' evening event where students can hear from current students, receive a sample lecture and ask questions to students and staff about the course and the University. VetCam is always full (it has restricted numbers, usually around 100, due to accommodation and room capacity), and open days attract more than 200 attendees. Waiting lists are in place to ensure places are efficiently used. The University's Central Admissions Office (CAO) collects numbers of those attending the whole University open days (https://www.undergraduate.study.cam.ac.uk/events) and of these approximately 200 attend booked events at the Vet School, while approximately 60 attend non-booked events in the city. The VEE sends out feedback questionnaires to attendees of VetCam and collates the results for discussion. The whole university open day feedback is collected by the CAO centrally.
All applicants are required to take the University's pre-interview 'Engineering and Science Admissions Test' (ESAT), as the VEE finds that performance with the questions in the ESAT is a good predictor of public exam grades and subsequent performance on Cambridge science courses. However, applicants' ESAT scores are considered alongside all the other information available. The pre-admission assessment changed from the NSAA to the ESAT in the 2025 admission round. This was done to make the assessment more financially sustainable. The question format is similar, but the delivery mode has been changed from on-paper in schools to invigilated online. The ESAT has been developed in collaboration with Imperial College, London. Additional partners are expected to join in due course.
The Colleges are responsible for the admission of undergraduate students. An Admissions Policy of the Colleges of the University exists, and it states that all admissions decisions are based on academic criteria – ability and potential – and that excellence in an extra-curricular activity will

never ‘compensate’ for lower academic potential. The Policy also states that it aims to encourage applications from groups that are, at present, under-represented in the University, to ensure that each applicant is individually assessed, without partiality or bias, in accordance with the policy on Equal Opportunities, and to ensure that, as far as possible, an applicant’s chance of admission to Cambridge does not depend on the choice of College. All individuals who take part in admissions interviews must have taken part in subject-specific interview training. There is a section on the UG admissions website for the University that gives information specifically for international candidates and gives their own country’s qualification requirements for courses as well as guidance on finance and other aspects of student life at Cambridge. There is also a section on the VEE’s own website.

**7.1.2. Analysis of the findings/Comments**

The VEE consistently applies pre-defined and published regulations covering all phases of the student's “life cycle”, e.g. student admission, progression and certification.

In relation to enrolment, the VEE provides accurate and complete information regarding all aspects of the educational programme in all advertisements for prospective national and international students.

To ensure that pre-defined and published regulations on student admission are consistently applied given that admission is made through the Colleges, the University has:

- Standardized application process where all applicants must apply through the centralised UCAS system, ensuring a uniform initial application for all candidates
- Consistent assessment criteria where the University has established selection criteria that are applied across all Colleges, including academic performance, reference letters, personal statements, and performance in admission tests and interviews
- Centralised admissions tests which, if courses require applicants to take standardised pre-registration assessments, are administered centrally
- Interview standardisation: While interviews are conducted by individual Colleges, there are general principles that apply universally, such as asking all candidates the same or a comparable set of questions and having more than one interviewer present
- Equality and diversity focus: The university has a strong commitment to equality and diversity, ensuring that all recruitment decisions are based on merit and free from unlawful discrimination.
- Transparency: The university provides clear information about the admissions process and requirements.

Further, every year, the University completes a detailed review of the preceding admissions round. Suggestions and concerns are discussed and implemented for the proceeding admissions when collectively agreed upon. In addition, the Admissions Subject Convenor submits a report to the Veterinary Education Committee, which includes numerical data, information concerning the running of the admission process, a review of selection processes and criteria and a discussion of plans for the number of students admitted.

In addition, all staff members involved in admissions must complete training delivered over multiple sessions by the Admissions Subject Convenor in Veterinary Medicine and an experienced admissions staff member. There are some necessary deviations from the University’s admissions policies due to course specifications. These are mainly related to fitness to practice, number management, and external accreditation. Details of these unique aspects are available in the ‘Admissions Staff Handbook’

**7.1.3. Suggestions for improvement**
None.

**7.1.4. Decision**
The VEE is compliant with Standard 7.1.

**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. Findings**
The annual uptake is approximately 62 students per year.
Most students (approx. 95%) graduate on time.
The total number of veterinary undergraduate students is approx. 380.
Attrition is low, i.e. 11 over the last 3 years, approx. 3-4 per year.
Approximately 55 veterinary students graduate annually.
The number of total admissible students is not externally constrained but decided by the VEE and the University. The number to be admitted is decided in discussion between the DVM, Faculty Boards of Biology and Veterinary Medicine, the College Admissions Forum and the subject convenors group.
The target admissions number for Veterinary medicine is 74, so the maximum number of offers for students to start in any one year is usually 81. There is some flexibility in this – the number of offers often lies between 80 and 90. For Veterinary Medicine, the sum of places at the Colleges is less than the total number of offers. All offers met are honoured but the expectation is that some applicants do not meet their offer conditions or accept offers elsewhere. The cover ratio of offers to final admitted numbers allows for this attrition to fulfil the VEE's target admission number.
The number and standard of buildings and equipment are adequate for the intended use and for the number of students.
All ESEVT indicators except ESEVT Indicator I13 (number of poultry and farmed rabbit units), I15 (number of ruminant and pig necropsies), and I16 (n° of equine necropsies / n° of students graduating annually) are above the minimum value.

**7.2.2. Analysis of the findings/Comments**
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 and is carefully planned.
The number and standard of buildings and equipment are adequate for the intended use.
The VEE meets most of the ESEVT indicators except for I13 (visits to poultry and farmed rabbit units), I15 (number of ruminant and pig necropsies), and I16 (number of equine necropsies). Compensation in place includes pictures of necropsy procedures in different species. Plans are being developed presently to address the number of necropsies, such as eLearning and videos of complete necropsies of different species (See also Standard 5.1).

**7.2.3. Suggestions for improvement**
None.

**7.2.4. Decision**
The VEE is compliant with Standard 7.2.

**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. Findings**
The selection criteria are clearly defined, focusing on academic potential in science and evidence of communication, motivation, and interest in veterinary activities. The process uses standardised tests (ESAT) and a consistent interview format across all colleges.

The process incorporates several measures to ensure fairness and equality such as consideration of contextual information, an extenuating circumstances scheme, and multiple opportunities to declare disabilities or specific learning difficulties. Also, there is an Admissions Policy which states that all admissions decisions are based on academic criteria (ability and potential), aims to encourage applications from groups that are, at present, under-represented in the University, and aims to ensure that each applicant is individually assessed, without partiality or bias, in accordance with the policy on Equal Opportunities, and to ensure that, as far as possible, an applicant's chance of admission to Cambridge does not depend on the choice of College.

Consideration of entry to the veterinary profession is done through the selection criteria which include assessment of vocational experience and interest in veterinary activities, indicating consideration of future entry to the profession.

The University conducts an annual detailed review of the admissions process, with suggestions and concerns implemented for the following year. The Admissions Subject Convenor submits a report to the Veterinary Education Committee, reviewing selection processes and criteria.

An appeals process via the University's admissions complaints process is available for applicants to veterinary medicine.

All staff members involved in admissions are required to complete training delivered by the Admissions Subject Convenor and an experienced admissions staff member. Every year interviewers receive one email in October/November to clarify any changes and emphasise any points as necessary. College Admissions teams will also update their interviewer panels on any emerging matters, in all subjects, before each admission round. The early January (mid-December until 2024/5) moderation meeting is also a forum at which any new issues may be discussed. Topics covered during the admissions staff training sessions include:

- Chronology of the admissions round and what information/'paperwork' is available.

- Reasons for using admissions tests (and what they include) and interviews; why the role of the interview should not be overstated.
- Information from interviews and skills sought from interviewees.
- How to consider vocational experience.
- How admissions decisions relate to Widening Participation and the University's Access & Participation Plan agreed with the Office for Students (OfS).
- The format of the interview; what makes a good line of discussion.
- An opportunity to conduct a mock interview with a current first or second year, followed by a debriefing.

**7.3.2. Analysis of the findings/Comments**
Regulations covering all stages of the life cycle, such as student admission, academic progression, and certification are in place. The selection process is reviewed regularly and modified as necessary. Training is prepared for the staff involved in the admission process.

**7.3.3. Suggestions for improvement**
None.

**7.3.4. Decision**
The VEE is compliant with Standard 7.3.

**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. Findings**
The University has a standard approach for all Departments, including the VEE, outlined in the Code of Practice: Access & Inclusion for Disabled Students. This information is publicly available on the University's website.

During the application process, applicants have multiple opportunities to declare disabilities or specific learning difficulties. The University initiates discussions about potential adjustments needed for the admission process and considers how disabilities may have affected an applicant's education or access to experiences.

The Accessibility and Disability Resource Centre (ADRC) provides support to students with disabilities and illnesses, including:
- Encouraging students to seek additional support and funding.
- Providing funding, mentoring, advice, and study skills support.
- Creating Student Support Documents (SSDs) detailing a student's needs, which are shared with relevant faculties and departments.

The University Occupational Health Service advises on mitigating measures for physical health conditions, including allergies. There are no costs involved with accessing the Occupational Health Service unless it is for a (travel) vaccine that is not essential for the course.

The VEE Safety Team provides support for students with specific needs, such as allergies or requirements for face masks.

The VEE explicitly states that disabilities or health conditions need not prevent students from studying veterinary medicine and becoming veterinary surgeons, provided they can satisfy the professional Fitness to Practice requirements. This aligns with the requirement that all students must be capable of meeting the ESEVT Day One Competences by graduation.

Applicants are encouraged to contact college admissions tutors or the Director of Teaching at the VEE early to discuss their needs, allowing for the timely implementation of support measures.

SSDs are disseminated using the Cambridge Student Information System (CamSIS). The SSD may be viewed on the system by individuals in particular roles (e.g. DoS, Tutor, VSCS, Departmental and College Tutorial Office staff or Departmental Teaching Office staff) as well as the student. The SSD will say if the student has selected it to be private or if it can be made more publicly available. The diagnosis does not need to be made public, but the adjustments suggested for teaching and examinations can be copied from the document and sent to the relevant teaching staff to enact or to discuss with the student.

**7.4.2. Analysis of the findings/Comments**
The VEE is commended for the empathic and integrative approach to students with disabilities, learning difficulties or psychological problems.

The University and the VEE have clear policies and procedures on how applicants with disabilities or illnesses are considered and, if appropriate, accommodated in the program, taking into account the requirement that all students must be capable of meeting the ESEVT D1C's by the time they graduate.

**7.4.3. Suggestions for improvement**
None.

**7.4.4. Decision**
The VEE is compliant with Standard 7.4.

**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.**

**7.5.1. Findings**
Progression decisions are given by the admission criteria and progression information published in the Curriculum handbook and on relevant websites. The examination and assessment system

covers theoretical, practical, and professional skills. Specific progression requirements for each year are clearly outlined, including examination formats and passing criteria.

Information about the Code of Conduct, Fitness to Practise, and Examinations is available in the Veterinary Student Handbook. Students receive lectures on Fitness to Practice and professionalism concepts. Course handbooks, Moodle, course web pages, and course organisers provide assessment and progression requirements. Marking criteria, pass marks, and past papers are made available to students.

Mechanisms for identifying and supporting underperforming students exist. Examples include close monitoring of student progress through regular meetings with the College Director of Studies, Tutor, and Veterinary School Clinical Supervisor. Formative feedback is provided through weekly small-group teaching sessions and clinical practicals. A Medical and Veterinary Student Progress Panel for students with repeated examination failures. Remedial support is available through Colleges and the VEE.

Attrition and progression are monitored together with regular reporting on student progress, including termly reports from supervisors and continuous assessment in clinical rotations.

The admission process is annually reviewed, with suggestions and concerns implemented for the following year. The Admissions Subject Convenor submits a report to the Veterinary Education Committee, reviewing selection processes and criteria.

**7.5.2. Analysis of the findings/Comments**
The basis for decisions on progression (including academic progression and professional fitness to practise) is explicit and readily available to the students.
The VEE has provided 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 has mechanisms in place to monitor progression and can respond and amend admission selection criteria (to the degree allowed by national or university law) and student support if required.

**7.5.3. Suggestions for improvement**
None.

**7.5.4. Decision**
The VEE is compliant with Standard 7.5.

**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. Findings**
Mechanisms for exclusion exist, including academic misconduct can lead to exam board sanctions, zero marks for assessments, or referral to the University's Discipline Committee for

serious offences. The Fitness to Practise procedure can result in removal from the student register and exclusion from professional elements of the course. The Student Disciplinary Procedure outlines penalties and sanctions for breaches of rules.

Transparent appeals processes are present: for academic misconduct, students have the right to appeal within 10 days of a sanction being imposed. Appeals against Fitness to Practise decisions can be made through the Student Complaints procedure. There is a University examination review process in place for appealing academic decisions.

Policies are publicly available: full details and guidance on academic misconduct procedures are available online and in the Academic Misconduct Guidance. The Fitness to Practise procedure is detailed in student handbooks and on relevant web pages. Information about appeals processes is included in the examination and University guidance and is signposted from student handbooks. Also, there is a Student Disciplinary Procedure.

An appeals process via the University's admissions complaints process is available for applicants to veterinary medicine.

**7.6.2. Analysis of the findings/Comments**
The VEE has explicit procedures for student exclusion and transparent, publicly available policies for managing appeals against various decisions, including academic, progression, and exclusion decisions.

**7.6.3. Suggestions for improvement**
None.

**7.6.4. Decision**
The VEE is compliant with Standard 7.6.

**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. Findings**
The University provides a wide range of support services covering mental health and wellbeing, physical health, disabilities and neurodiversity, academic progression, and financial support.

A collaborative support structure exists in that support is provided jointly by the Colleges, the Central University, and the Department of Veterinary Medicine, ensuring a multi-faceted approach to student welfare.

The implementation of the new Reach-Out programme aims to bring a more consistent and

streamlined system of integrated support, improving accessibility for students. The programme has seen the University commit an additional £4.5 million to reform provision over three years (2022- 2025). Some key changes include: • Reforms have been made to the University Counselling Service. Waiting times for counselling have been reduced from several weeks in 2022 to a median of two working days in 2024. • The capacity of the Mental Health Advice team and Harassment and Violence Support Service has been tripled, again improving accessibility and responsiveness. A University Student Wellbeing Team with an emphasis on prevention and early intervention has also been established, developing proactive work with Faculties and Departments and providing an alternative route for students who have less close relationships with their College. • A communications campaign has been delivered to staff and students. This includes posters, videos, social media posts and materials such as bookmarks and beer mats. • The University has signed up for the University Mental Health Charter Programme. • A programme of training for staff at all levels has been rolled out. • A Colleges' Wellbeing Stimulus Fund of ca. £2.1 million (in addition to the £4.5 million mentioned above) has been established to support Colleges to deliver more innovative preventative wellbeing provision. • The University has reformed the governance and leadership around student support, creating the role of 'Head of Student Support' and a Joint University and Colleges Wellbeing Committee. • A suicide-safer strategy has been implemented, with a range of actions focused on prevention, intervention and postvention. These areas are informed by recent UUK guidance. • A Staff Advice Line has been set up, providing non-specialist staff with rapid access to advice from Mental Health Advisers. This line operates 24/7 during term-time and 9-5 Monday to Friday during vacations.
Metrics employed to evaluate the success of the Reach-Out programme include • Support Services are evaluated on a range of metrics, including waiting times, outcome measures (CORE-GP), student satisfaction and the demographics of students accessing support. • Annual surveys are conducted, including student feedback on access to services as well as the ONS-4 wellbeing questions. • Communications have a range of metrics related to the number of views and engagements on social media posts. QR codes on posters etc are tracked to understand their reach. • The Student Support team regularly seek feedback from staff stakeholders both formally through surveys and informally through scheduled meetings and conversations

The University actively monitors the perceived need, accessibility, uptake, and benefit of support services through annual surveys of all students regarding counselling and wellbeing support, and by tracking key performance indicators by University Student Services.

For disabled students, the University has a dedicated Accessibility and Disability Resource Centre (ADRC) that provides support for students with disabilities and specific learning difficulties.

The university has grievance resolution mechanisms in place as part of its support system, e.g. academic and pastoral support in the Colleges.

Feedback mechanisms exist for students to report gaps or challenges in accessing support: At the Department level there are multiple routes by which gaps or challenges in accessing support may be flagged by students: • Students are asked to reflect on progress and well-being at (Veterinary School Clinical Supervisor meetings held at minimum once per term intervals (usually two). • Students may also raise concerns confidentially with a member of the Departmental Pastoral Support Team. • Students may raise concerns directly with a member of the Dept Wellbeing and Mental Health Oversight Group, or a Wellbeing Officer of the Cambridge

University Veterinary Society.
Students may also choose to raise concerns with their College pastoral Tutor. Where students struggle to access support at the College level, they may raise concerns over accessing support with their pastoral Tutor, the College Nurse, or the College's Senior Tutor. Details on feedback mechanisms for student support at the University level are provided in subsequent questions.

Division of responsibility between Colleges, the Central University, and the Department of Veterinary Medicine in delivering these different services: • core professionalised support services (wellbeing, mental health, access/disability, occupational health etc) are provided by the University • largely, the students' College assumes primary responsibility for their member students wellbeing and this takes the form of informal support, triage and signposting into the University-provided services via the College Welfare Team (pastoral Tutor, College Nurse etc). • Students may also access most of these University-provided services directly with very few exceptions - a referral from Dept or College is required for the Mental Health Advice Service. • At the Departmental level, the VEE operates a support system via our Pastoral Support Team and the VSCSs as it is recognised that many students drift away from close contact with their College, especially during the clinical phase of the course. These Dept supporters will, with student consent, refer to the Colleges and/or direct to University support as appropriate. The University and Colleges operate a Stepped Care model.

Response rates to the annual student support survey in 2022 were as low as 3%. In response to this, the following changes were made, which saw the completion rate more than triple to 11% in 2023. • Rather than distribution via colleges, the survey is sent directly to all students, with two reminders sent to those students who have not responded. • Students who completed the survey were invited to enter an optional prize draw for one of twenty £15 book tokens or Amazon gift cards. • Messages were sent to students by Colleges to encourage participation.

The latest survey confirmed that a wide range of factors continue to impact student mental health and wellbeing, with awareness and experiences of reactive support mechanisms forming just part of the wider student experience at Cambridge. It confirms that whilst improvements to support mechanisms have been both visible and appreciated by many students, the Student Support Department intends to take a list of specific actions in response to the issues identified. A number of issues identified within the survey fall out with the remit and authority of the Student Support Department and/or Joint Wellbeing Committee, for example, suboptimal consistency in pastoral provision between Colleges. Several initiatives with specific relevant stakeholders have been initiated.
There are opportunities for students to participate in shaping the support services through the evaluations: Annual surveys are sent to all students and termly surveys are sent to students who have accessed support services. Three Student Union representatives attend the Joint Wellbeing Committee. The VEE has also created a Student Advisory Forum to help ensure the VEE's support services are student-centred, inclusive and accessible. Further information is available at https://www.studentsupport.cam.ac.uk/share-your-view

**7.7.2. Analysis of the findings/Comments**
The VEE is commended for the in-depth tutoring system proposed by the Colleges during the first 3 years, and for the efficient support to students in case of physical, mental or social issues.
This support system demonstrates that the VEE has made provisions to support the physical, emotional, and welfare needs of students, including learning support and counselling services.

The monitoring and evaluation processes ensure that these services remain effective and responsive to student needs.

**7.7.3. Suggestions for improvement**
None.

**7.7.4. Decision**
The VEE is compliant with Standard 7.7.

**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. Findings**
Students have a number of occasions to engage with feedback mechanisms throughout the programme, both in person and anonymously. Student feedback is collected on each unit of study in Years 4-6 (i.e. module, rotation and small group clinical practical) via Module Enhancement Questionnaires (MEQs). Links to each survey are available on the VLE (i.e. Moodle) for students to access at any point during teaching, and during the final class the QR codes to access the survey are displayed and the link emailed to students reminding them to give their feedback. In addition, all final-year students are invited to complete the National Student Survey (NSS) between January and April. The NSS is an annual survey of all final-year undergraduates run by the Office for Students (OfS) and is actively promoted by the University of the VEE. Towards the end of the 4th and 5th year, the VEE runs an Annual Clinical Phase Course Survey to collect feedback from students on their experience of the year of the programme; the survey questions are based on those asked in the NSS. There is a termly Student Focus Group for Y1 - Y2, and Y4 - Y6 students – the feedback and comments from this meeting feed into a discussion at the MVST Part I Committee meeting. The VEE has an online Anonymous Accreditation Compliance Form that allows students to make any suggestions, comments or complaints about the compliance of the Department with regard to the standards for accreditation (RCVS and/or ESEVT) and/or that the Day One Competences (RCVS and/or ECCVT) are not being met by the programme. The link to this form is continuously available to students on the VLE (i.e. Moodle) and students are reminded at the start of the year. Feedback on wellbeing and other forms of support is actively solicited at the annual Departmental Wellbeing Week event, by the Department's Wellbeing and Mental Health Oversight Group.

The VEE provides anonymised surveys at both the unit of study level and programme level, allowing students to offer suggestions, comments, and complaints without revealing their identity if they prefer.

An online Anonymous Accreditation Compliance Form has been established, enabling students to provide feedback specifically related to the VEE's compliance with RCVS and ESEVT accreditation standards, as well as the fulfilment of Day One Competences.

Student responses to the Anonymous Accreditation Compliance Form are reviewed by the Teaching Operations Committee (TOC), which ensures that the feedback is directed to the

appropriate parties for action.

While the form maintains anonymity by default, students can choose to include their name and contact details if they wish to receive a direct response from the TOC.

A similar anonymous online form is available to all staff, demonstrating an approach to gathering feedback from all stakeholders. Depending on the nature of the feedback, various groups might process, review and act on staff and student feedback: • Colleges • Directors of Preclinical Studies Committee • Course Management Committees • Med/VetST Student Focus Group • MVST Part I Committee • Feedback from the DVM's Annual Teaching Staff Survey, for all staff involved in the delivery of learning, teaching or assessment to vet students, are reviewed by EQIP with recommendations passed to Teaching Operations Committee, the Clinical Curriculum Review Group or the Assessments Review Group, depending on the area involved.

In Y4-6, the QA Co-ordinator maintains a live document outlining changes made due to stakeholder feedback, this 'Evidence of Outcomes' document is made available to students through the VLE (i.e. Moodle) and students are emailed with a link to the document when they are reminded to complete the MEQs at the end of teaching. Timetabled, the in-person start of term briefings for students delivered by the Deputy Head of Department (Teaching), include a summary of some of the more recent changes that have been implemented following student input and feedback. Minutes from the Student Consultative Committee where student feedback is discussed as a standing agenda item are made available to all students through the Department's intranet and student representatives are encouraged to give feedback to their peers on the outcomes of the committee meetings they attend. For Pre-clinical subjects up to 2020, a website summarised all the responses to feedback and the actions that resulted (see https://www.biology.cam.ac.uk/undergrads/InfoCurrentStudent/Feedback). Since then, minutes of feedback meetings have been regularly circulated to the MVST Part I Committee for scrutiny by the Committee members (including its student members). These feedback meeting minutes detail all changes that have happened in response to feedback, or why requested changes cannot be made, in addition to detailing future changes to subject teaching so that students have an opportunity to comment on the proposals.

Participation rate for the anonymised surveys, and encouragement of student engagement: For the Y1 and Y2 subjects, feedback rates range from 3% up to 70% with a rough average of 21%. Higher rates are obtained when surveying feedback via machine-readable paper forms. Students are encouraged to engage by a variety of methods including: • Reminders through Moodle announcements • Demonstrating that feedback is effective in improving lectures/practicals • QR code at the end of the session with some minutes to complete it • Survey link is on the front page of subject Moodle site, with reasons why survey should be completed • Survey link is emailed to students at the end of the course, and giving effective feedback is promoted as a professional responsibility • Reminders are issued to students via Moodle Quick mail and regular email In Y4-Y6, there is a recognition that the participation rate for anonymised surveys (e.g. MEQs) is variable (with the response rate for MEQs ranging from under 20% to above 90%) and the QA Plan (see appendix 1.4 of the SER) includes an aim to increase the participation rate. Several changes have been made recently that have helped support increased student engagement: • use of QR codes • Providing sufficient time during class to complete surveys • greater visibility of changes made due to student feedback • feedback questionnaires being shortened. Accordingly, the participation rate has seen an increase recently. Student

engagement is further encouraged by ensuring surveys are mobile device friendly, engaging the student representatives in the process and displaying posters on noticeboards (physical and electronic).

The typical response time for issues raised through feedback mechanisms: For Y1-Y2, this very much depends on what the issue is. If it is an urgent student wellbeing issue, this could be addressed quite rapidly. The Med/VetST Student Focus Group meets once a term – info is shown below: "As you may be aware the MVST Part I Committee (the body that has oversight of the preclinical medical and veterinary courses) has several student representatives on its membership. As part of this Committee, a student focus group is also run that meets a week or so before the MVST Part I Committee meeting. The purpose of the focus group is for students to bring to the attention of the Faculty of Biology any issues, concerns or suggestions that they may have, so that they can be considered for discussion at the MVST Part I Committee. Please note this group is not to discuss issues with individual subjects – these matters are best brought to the attention of the relevant Course Management Committee or equivalent". Membership of the Student Focus Group comprises of Years 1-6 Students, Members of Staff from the School of Clinical Medicine, DVM and School of Biological Sciences. Student feedback from Years 4-6 is reviewed by Organisers through Annual Review Reports that use feedback metrics and are designed to evaluate the performance of the module/rotation and support the Organiser to develop an Improvement Plan for the following year. Organisers are usually given a month to complete Annual Review Reports which are reviewed by the Education Quality Improvement Programme (EQIP) and actions passed to the Cambridge Questions to the VEE Teaching Operation Committee (TOC). This gives a response time of approximately 1-2 months although change may not be enacted until the following academic year.
The VEE has low attrition rates and often this is because an individual's interests change, and the VEE can enable the change. The Veterinary Support panel can set up bespoke support packages for students for the course. This is very flexible and unlikely to be able to do more without affecting the clinical competence of graduates.

**7.8.2. Analysis of the findings/Comments**
At the VEE there are mechanisms in place by which students can convey their needs and wants to the VEE.
Mechanisms are in place for students, anonymously, to offer suggestions, comments and complaints regarding the compliance of the VEE with national and international legislation and the ESEVT Standards.

**7.8.3. Suggestions for improvement**
None.

**7.8.4. Decision**
The VEE is compliant with Standard 7.8.

## 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. Findings

The lines of responsibility for the VEE's assessment strategy (types of assessment, examination marking and grading, resits, appeals, etc.) include participation/input from different boards/committees, including but not limited to:

- Faculty of Biology, which is responsible for the assessment strategy of the Veterinary Sciences Tripos during the preclinical programme and receives reports from the Part 1 Medical and Veterinary Sciences Tripos (MVST) committee;
- Veterinary Education Committee, which has overall responsibility for the veterinary course and is the interface between the preclinical and clinical years of the course;
- The Medical and Veterinary Medical Curriculum Review (MVMCR);
- Teaching Operations Committee, which oversees and manages the clinical curriculum (Years 4-6) and its delivery;
- Clinical Assessment Review Group, which was set up in 2024 to follow the changes made to the clinical curriculum in years 4-6.

Assessment modes include: written examinations (done online, but in person with invigilation; multiple choice questions, short and long answer questions), practical skill acquisition (OCSEs, DOPs) and a newly implemented e-Portfolio (currently a collection of documents of students' clinical and professional skills in Moodle, with transition to a specifically designed electronic environment (MyProgress) envisioned for 2025.

### 8.1.2. Analysis of the findings/Comments

There is now a clear commitment on the part of the VEE to develop, review and modify its assessment strategy to ensure the acquisition of D1Cs. There was a review of the clinical assessment strategy (years 4-6) in 2019, which was implemented in 2021 and the results of which will be reviewed by the Clinical Assessment Review Group.

There is less evidence of an assessment strategy for the pre-clinical courses. Indeed, the VEE's SWOT analysis (as reported in the SP) has identified "*the Governance of the curriculum – responsibility of Faculty of Biology (pre-clinical) and Faculty of Veterinary Medicine (clinical)*", as a weakness. This may also explain why there has been little or no review of the pre-clinical assessment strategy (there is no mention in the Assessment Review Group 2019 Report). Finally, there are many players in the development of the VEE's assessment strategy, and it is not always clear who has the final decision in approving its implementation.

### 8.1.3. Suggestions for improvement

The assessment strategy for years 1-2 should be reviewed. The Clinical Assessment Review Group should review how the assessments implemented in 2021 are performing.

### 8.1.4. Decision

The VEE is partially compliant with Standard 8.1. because of suboptimal review of the assessment strategy.

**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. Findings

The SER Appendices include several documents reporting assessment criteria and review and a Student's Guide to examination. According to the SER, the assessment tasks, grading criteria, and requirements to pass are available to students through Moodle, including examination formats. Examination timetables are available on the Cambridge Students Exams SharePoint site.
Examination questions are received from staff delivering the teaching and are chosen to map the course's aims, objectives and content. Draft examination papers (questions and model answers) are delivered to external examiners for comment and amended where necessary.
Results of assessments are published through the central student information database into the individual student record. Results can be seen by the Director of Studies (DoS), Tutor and the Veterinary School Clinical Supervisor (VSCS) of the student as well as the Senior Tutor and Tutorial Offices of their College and the Department of Veterinary Medicine. Feedback forms are given to students and their VSCS for assessment of clinical competences. The DoS and Tutor discuss results with the student and advise on how to improve results where required.
To appeal the results of the assessment, the student must go through the College with support from the Tutor to the University's Examination Access and Mitigation Committee (EAMC) and the Faculty Board of Veterinary Medicine. In case of failure of a first attempt, students are allowed one resit (three in exceptional circumstances).

### 8.2.2. Analysis of the findings/Comments

All required information regarding assessment criteria for exams in years 1 and 2 was found online (at Examination Structure and Papers | Faculty of Biology) and corresponds to that described in the SER Appendices, pp. 748-752. The Marking and Classing Scheme for VetST Parts IA and IB (SER Appendices, pp. 757-762) was approved by the Faculty Board of Biology in 2024.
The Marking & Classing Criteria and Policy for parts 1 and 2 of the Final Veterinary Examination, including OCSEs, DOPs and assessment of the e-portfolio assets, are reported (SER Appendices pp. 763-773) as being for the a.y. 2024-25.
Results of the assessment are available to students and their relative support network at the VEE and the College level. Students have a Director of Studies in the preclinical years and a Veterinary School Clinical Supervisor, who provide comments and guidance on their progress. Students are given ample opportunity to discuss assessment outcomes.
The appeals procedure for assessment results is clearly described in the Examination Review Procedure.

### 8.2.3. Suggestions for improvement

None.

### 8.2.4. Decision

The VEE is compliant with Standard 8.2.

**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. Findings

Changes to the assessment strategies must be approved by the Faculty Boards of Biology and Veterinary Medicine for Years 1 and 2 assessments and the Faculty Board of Veterinary Medicine for Year 4-6 assessments.

The Department has established an Assessment Review Group (ARG) to maintain, review and update the Department's Strategic Assessment plan. Summative assessment for each subject of years 1 and 2 (VetST 1A and 1B) is divided into three sections. Section I is a theory paper and is assessed either by MCQ or short notes. Section II is a practical or data-handling paper and is usually assessed by MCQ or short notes. Section III is an essay. Formative assessment is carried out through "supervisions", which are the responsibility of the colleges. These assessment strategies for the pre-clinical phase of the degree course are currently under review.

For years 4-6, a major review of the Final Veterinary Examination curriculum & assessments was initiated in 2017 and completed in 2019. The proposal was accepted by the Faculty Board of Veterinary Medicine, the Veterinary Education Committee and the General Board for Education and was implemented in 2021.

There are two Final Veterinary Examination Part I assessments in each of the six terms of years 4-5; the examinations in the first five terms cover all the work of that term and the two examinations in the 6th term are of Objective Structured Clinical Examinations (OSCEs) and an online test of understanding of the RCVS Guide to Professional Conduct.

The new Final Veterinary Examinations Part II (end of year 6) includes:

- Four written papers and viva voce examinations in: Equine Studies, Farm Animal Studies, Small Animal Studies, Veterinary Public Health Studies;
- Direct Observation of Clinical Skills (DOPS), undertaken during the 6th year clinical rotations;
- completion of the e-portfolio, assessment of the VetMB Research Project and diligent attendance of the "tracking" period.

The final year 2023/2024 will be the first cohort to have completed this new curriculum and assessment.

### 8.3.2. Analysis of the findings/Comments

Many of the reported changes to assessment strategy are very recent. According to the SER, the mapping of teaching to ILOs and assessment for the clinical phase of the course is well established. The VEEs Veterinary Education Committee Assessment Review sub-group will be evaluating the clinical phase assessments implemented in 2021.

There is no mention of mapping for the pre-clinical phase of the course, except to state that the Year 1 and 2 assessments are currently under review. ILOs for many courses in the pre-clinical phase are not reported in the Excel file but can be found in the programme specifications (SER Appendices, pp. 407-426). However, the Introduction to the present SER (p. 4) states that curriculum review for years 1 and 2 has been carried out, including assessment, and that ILOs for all courses have been approved. It then states, however, that recommendations following a review of physiology, pharmacology, anatomy, neurobiology, biochemistry, and pathology will be implemented in 2027.

**8.3.3. Suggestions for improvement**
None.

**8.3.4. Decision**
The VEE is compliant with Standard 8.3.

**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. Findings**
Throughout the course, students receive formative assessment in varying forms, from 'supervisions' (small group performance and marked essays in the preclinical years), to feedback during 6th-year clinical rotations. Students have a Director of Studies in the preclinical years and a Veterinary School Clinical Supervisor in all years, who provides comments and guidance on their progress.
As reported in point 8.3, summative assessment is either at the end of the year (years 1-2) or at the end of the term (years 4-6).
For years 1-2, assessment is largely through grading of written examinations. MCQ papers have a pass mark of about 60 % set by a modified Hofstee method, where possible. The essay papers have continuous grading with written descriptors.
For years 4-6, assessment becomes increasingly focused on clinical skills, reflective learning and setting of individual learning objectives for EPT periods. The SER indicates that a list of all the elements that will form the e-portfolio system has been agreed upon.
A learning opportunities log is in use for students during rotations and is aimed at supporting students with their ongoing development in reflective practice and to identify those areas that require improvement.

**8.4.2. Analysis of the findings/Comments**
The VEE is to be commended for the newly implemented e-portfolio and learning opportunities log. The SER Appendices report the components of the e-portfolio for the 6-year course. There are no components reported for year 2.
The 6th-year Clinical Rotations Handbook (SER Appendices 5.3) describes the use of mock exams for formative assessment at the end of the farm rotation period.

**8.4.3. Suggestions for improvement**
None.

**8.4.4. Decision**
The VEE is compliant with Standard 8.4.

**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 fully 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. Findings

Methods of summative assessment in years 1 and 2 now include, other than written examinations, assessment of animal handling and husbandry practical skills, through an online husbandry course, animal handling assessments (CCT) and written reports analysing management, animal welfare and business aspects of AHEMS placements. These are now included as assets in the new E-portfolio.

Formative assessment in year 4 and summative assessment in year 5 of clinical skills are through structured OCSEs. Sixteen tasks must be completed, including tasks with live animals for assessment of clinical examination and communication skills. Pass/fail is determined by the Internal Examiner (IE) and the Head of Assessment using borderline regression post hoc. Directly Observed Practical Skills (DOPS) have been recently introduced to Year 6 for formative assessment of D1Cs in CCT. Students must complete 15 DOPs during final year rotations (10 mandatory/5 chosen from several clinical areas). Students can meet at any time with their VSCS and can repeat the skill following further training and support if they score below expectations.

Formative assessment of EPT is through written or verbal feedback by the student's VSCS, including assessment of the student's reflective writing using a simple marking rubric. Students also report on whether their intended aims and goals have been met during the EPT period. All these now form part of the recently implemented e-portfolio, together with communication reflective essays.

### 8.5.2. Analysis of the findings/Comments

The VEE has striven to include a wide variety of assessment methods. Direct assessment of clinical skills is clearly described regarding CCT, but it is less evident how skill acquisition is assessed during EPT. The e-portfolio has been implemented only recently and there is no clear evidence of review of how this assessment method is performing. The first review this year was limited to year 6 students. Furthermore, the complete rollout of the MyProgress platform is only foreseen for 2025.

### 8.5.3. Suggestions for improvement

It is suggested that the use and review of the e-portfolio and rollout of MyProgress be optimised as soon as possible.

### 8.5.4. Decision

The VEE is partially compliant with Standard 8.5. because of suboptimal logbook/portfolio use for the assessment of D1C acquisition.

## 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. Findings

All teaching staff possess qualifications in compliance with national and EU regulations. These include academic credentials and professional experience relevant to their teaching areas. Based on revised numbers (adding Residents to the non-academic staff), 70% of the teaching is delivered by veterinarians.

The recruitment follows a rigorous and transparent process, adhering to university policies, ensuring diversity and fairness.

New Academic teaching staff undergo a formal induction process, which includes mandatory participation in teacher training programs. These programs cover areas such as effective pedagogical techniques, biosecurity protocols, the use of digital tools, and quality assurance frameworks. Additional workshops on e-learning and innovative teaching methodologies are available to existing staff. However, for some non-academic staff (for instance, in the RSPCA), there is no formal mandatory training on teaching and assessment methods.

Regarding Teacher Training and Development, all newly hired academic teaching staff are required to complete a quality-assured training program focused on pedagogical best practices, digital education tools, and biosecurity measures. Continuing professional development is encouraged for all staff through regularly scheduled training sessions, webinars, and workshops. The intern and resident have formal and mandatory training in teaching (especially teaching in small groups. There is no formal training in assessment.

Several programs with different formats, content and duration are available for the staff to improve their knowledge and skills. Continued Professional Development for senior staff is part of the Annual Staff Review. All MRCVS staff are required to meet the RCVS's CPD requirements.

The number of hours of teaching delivered by qualified vets in Years 1 and 2 is 241 hours.
The number of hours of teaching delivered by qualified vets in Years 4 and 5 is 866 hours.
All teaching delivered in Year 6 is by qualified vets.

Regarding Monitoring and Evaluation, the staff performance is regularly evaluated through formal processes, including peer reviews and feedback from students. This ensures that teaching quality is maintained and improved over time.

All the documents and processes for appointments and career progression are easily available and transparent

The Academic Career Pathways programmes for both Teaching and Scholarship and Research and Teaching (https://www.acp.hr.admin.cam.ac.uk) tracks provide well-defined career progression opportunities for staff, relating to their teaching excellence.

The Department administers the Camvet Teaching Prize for excellence in clinical teaching based on student nominations, and there is also the prestigious University-wide Pilkington Prize for excellence in teaching.

**9.1.2. Analysis of the findings/Comments**
The Departmental Tutorial Office holds a spreadsheet detailing training and qualifications for each member of staff teaching clinical elements of the course. This is a live document which is reviewed and updated regularly.

The proportion of veterinarians on the staff decreased over time (74% in 21-22 and 70% in 23-24), and this proportion has to be monitored closely.

Some of the clinicians (in the RSPCA and the junior staff) do not receive compulsory formal training in teaching and new assessment methods. However, all academic teaching staff are required to complete at least the IFME training.

**9.1.3. Suggestions for improvement**
All the teaching staff (both academic and non-academic staff) should participate in formal courses on teaching and assessment methods.

**9.1.4. Decision**
The VEE is partially compliant with Standard 9.1. because of suboptimal formal training to teach and assess for some non-academic teaching staff.

**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.**

**9.2.1. Findings**
While the VEE indicates that teaching, technical, administrative, and support staff levels are adequate for the curriculum, explicit data demonstrating this adequacy is not clearly presented in the tables on pages 91 and 92 of the SER.

The current level of staffing allows the program to provide small group teaching sessions, ensuring personalised learning experiences and direct interaction between students and faculty.

Regarding skills and competence evaluation, a structured approach to evaluating staff competences ensures alignment with curricular goals. Faculty members are assessed on their ability to deliver content effectively and engage students in meaningful learning experiences. Technical staff undergo regular training in laboratory safety, equipment handling, and emerging technologies relevant to veterinary education.

Finally, regarding the support staff contributions: Administrative and technical staff play a pivotal role in supporting the teaching mission. They assist with laboratory preparations, student record management, and logistical coordination, ensuring the smooth delivery of the program.

**9.2.2. Analysis of the findings/Comments**

The VEE must be commended for:

- The number of teaching staff and supporting staff in regard to the number of students is outstanding;
- Many members of the teaching staff are internationally recognised and leaders in their area of expertise (e.g. oncology, neurology, cardiology).

The total number, qualifications and skills of all staff involved with the study programme, including teaching, technical, administrative and support staff, are sufficient and appropriate to deliver the study programme and fulfil the VEE's mission. Several procedures are in place to assess if the staff involved with teaching display competence and effective teaching skills in all relevant aspects of the curriculum.

**9.2.3. Suggestions for improvement**

None.

**9.2.4. Decision**

The VEE is compliant with Standard 9.2.

**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. Findings**

Regarding the opportunities for Professional Growth, the VEE offers comprehensive development programs aimed at enhancing teaching and research capabilities. These include internal workshops, access to external conferences, and funding support for further academic qualifications.
For specialised training, programs on advanced teaching techniques, assessment methodologies, and the integration of technology in education are available to all teaching staff. Clinical staff also receive specialised training on new veterinary practices and procedures.

Teaching excellence is recognised through an established reward system, which includes promotions, merit-based awards, and public acknowledgement during faculty meetings.
Finally, for a balanced workload, policies ensure that teaching, research, and administrative responsibilities are balanced to prevent burnout and maintain staff motivation. Faculty members are encouraged to engage in scholarly activities and collaborate on research projects. Guidelines and advice for newly recruited staff, especially in the clinics, are available to explain the time to devote to each activity and explain which ones are eligible for home office work.

**9.3.2. Analysis of the findings/Comments**
The VEE is to be commended for:

- The recent creation of the Centre for Teaching and Learning gives opportunities to teaching staff to exchange, discuss and improve their didactic skills;
- The research-based environment of Cambridge is a strong lever to stimulate career progression.

The recent diversification of the pathway gives a fair chance for all profiles (teaching-research-scholarship) for career progression. The institution offers plenty of opportunities for increasing the network and skills of the staff.

**9.3.3. Suggestions for improvement**
None.

**9.3.4. Decision**
The VEE is compliant with Standard 9.3.

**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. Findings**
For career development programs, structured programs for career progression include formal appraisals, mentoring opportunities, and leadership development initiatives. Junior staff receive mentorship from senior faculty, focusing on academic growth and professional development.

Regarding staff governance participation, the staff are actively involved in governance and decision-making processes through participation in various committees and working groups. This fosters a sense of ownership and contribution to the institution's mission.

For promotion, the criteria are well-defined and consider excellence in teaching, research, and service. Staff members are evaluated based on their contributions to these areas, with equal emphasis placed on clinical and academic teaching achievements.

**9.4.2. Analysis of the findings/Comments**
All the information on possibilities for career progression is clear, transparent and available for all staff (academic, non-academic, support staff). Many committees exist and give opportunities to contribute to the life of the VEE and the decision-making process.

**9.4.3. Suggestions for improvement**
None.

**9.4.4. Decision**
The VEE is compliant with Standard 9.4.

**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. Findings**
The VEE has a comprehensive evaluation framework. A cyclical evaluation process involving peer reviews, student feedback, and self-assessments is in place to assess teaching performance. These evaluations are designed to identify strengths and areas for improvement.
Regarding student participation, the students play a crucial role in evaluating teaching quality through anonymous surveys and consultation meetings. Their feedback is analysed and incorporated into faculty improvement plans.

Finally, concerning outcome-based improvements, the results from evaluations have led to tangible improvements in teaching methodologies, course content, and resource allocation. Examples include the introduction of interactive teaching tools and updated clinical training protocols.

**9.5.2. Analysis of the findings/Comments**
The VEE has robust evaluation mechanisms involving student participation to enhance teaching quality. Recognition systems to reward teaching excellence and motivate staff are in place. Despite a variable response rate of the students to the feedback questionnaire, the teaching staff is seeking maximum feedback and regular changes are implemented.

**9.5.3. Suggestions for improvement**
None.

**9.5.4. Decision**
The VEE is compliant with Standard 9.5.

## 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).**

**10.1.1. Findings**

The academic staff of the VEE published 57, 55, and 51 research articles during 2022, 2023 and 2024 respectively around the "One Health" model and into three themes "Infection and Immunity", "Disease Dynamics" and "Systems Pathology" in collaboration with the School of Biological Sciences, wider University (Interdisciplinary Research Centres and Strategic Research Networks) and industry. The VEE has added new joint appointments with the Genetic, Pathology and Global Health departments in the School of Biological Sciences.

The VEE has cross-departmental collaborative studies regarding Infectious Diseases, Public Health, Immunology and Global Food Security; it also has many industrial partners for commercial collaboration and entrepreneurship.

An average of 4 MPhil students and 8.5 PhD students are graduating from the VEE per year.

The VEE achieved a ranking of third amongst Veterinary Schools in the UK for average outputs.

The VEE has expanded its annual grant income gradually during the last 6 years.

The VEE has been awarded research grants averaging around £2.5 (€3.01) million per annum over the past couple of years.

On average, the VEE is involved in around 250-300 publications per year with an average of 37.5 citations per publication, and 65 of the papers are cited >100 times. The future strategy of the VEE is to focus on research based on disease agents and AMR within a One Health framework.

**10.1.2. Analysis of the findings/Comments**

Most teaching staff are involved in basic or clinical research activities in well-equipped laboratories, which allows them to provide a real research-based education.

**10.1.3. Suggestions for improvement**

None.

**10.1.4. Decision**

The VEE is compliant with Standard 10.1.

**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. Findings**

Regarding evidence-based training, students take relevant courses including "Foundations in Evidence-Based Practice (FEBP)" and "Evidence-Based Veterinary Medicine (EBVM)" in their first and 5th year of degree respectively to understand the basic concepts of epidemiological and clinical research methods to be used to in the practice of veterinary medicine.

Veterinary students in the 6th year must undertake a research project to be prepared as i) a standard research Project ii) a critically appraised topic or iii) a literature review of a specific topic of interest

The projects are guided by a supervisor and an independent examiner, and the students have to

give a 10–15-minute presentation on their project which is also evaluated as a part of student assessment. Students in the third year must take part in laboratory or computational-based research projects and/or write a library-based dissertation on a specific topic.

**10.2.2. Analysis of the findings/Comments**
The VEE must be commended for the involvement of undergraduate students in research projects, either retrospective or prospective.

**10.2.3. Suggestions for improvement**
None.

**10.2.4. Decision**
The VEE is compliant with Standard 10.2.

**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.**

**10.3.1. Findings**
The VEE delivers post-graduate education based on scientific scholarships. Post-graduate training for qualified veterinary surgeons is given through Junior (one year) and Senior (three years) Scholarship programmes, in the given number of training areas and disciplines in SER Tables 10.3.1. and 10.3.2.
The VEE conducts interdisciplinary research in One Health, with local and international collaborative networks for PhD and MPhil students. About 10-15 new postgraduate students per academic year are admitted for PhD programmes, most of whom choose non-clinical research projects in microbiology, genetics, bioinformatics or public health. Funding sources for postgraduate students are Cambridge scholarships, charitable grants, industry partnerships, and others, while a few students are self-funded working as Research Assistants. The VEE has awarded scholarships to attract high-performance veterinarians for its MPhil or PhD programmes.
The VEE expects the number of student enrolments for its postgraduate programmes to remain steady for the coming 3 academic years.

Interns and Residents work as part of a team alongside final-year students in VTH's of VEE During their final year, students have primary care responsibility and are under the supervision of a JCTS or SCTS and supported by a senior clinician. JCTS and SCTS are trained in clinical teaching and assessment to take part in the assessment of students.

PhD and MPhil students can also take part in undergraduate teaching, even in small tutorial groups or as guest lecturers on specialist topics.

The VEE offers in-person and online CPD courses covering a wide range of topics across many disciplines of veterinary medicine. A regular calendar of CPD events is organised by the VEE as an alternative to traditional training, which includes the Lunchtime Learning initiative, where specialist vets take their expertise directly to referring vet practices.
The VEE has flexible online programs to enhance surgical skills without the inconvenience of

having to attend in person. There is a Cardio Club where the experts in small animal cardiology and veterinary professionals discuss cases. Some courses organised by the VEE are listed in Table 10.3.4 of Cambridge SER.

**10.3.2. Analysis of the findings/Comments**
The VEE proposes several postgraduate programmes, either in research or specialisation and a variety of continuing education courses are provided.

**10.3.3. Suggestions for improvement**
None.

**10.3.4. Decision**
The VEE is compliant with Standard 10.3.

**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. Findings**
The VEE is a research-focused establishment with the majority of clinical staff on teaching and scholarship and metrics for promotion. Teaching staff also have planned time for research, which is discussed at annual staff reviews and development (SRD) meetings. Research findings are used to strengthen teaching. Funding resources are available for research activities, and periodic information on other funding opportunities are distributed among the academic staff. An allocated senior clinician guides the Senior and Junior Clinical Training Scholars to participate in clinical research, present their research as a short oral presentation and publish and present them at scientific conferences.
There are committee (Research Oversight Committee and Clinical Research Committee) structures to oversee and guide the research activities with periodic meetings in VEE. In addition, the research activities of PhD and MPhil students are guided and supported by the Postgraduate Education Committee.
An allocated fund is available to be applied for twice a year for clinical staff, and a process of feedback was established.
Third-year students can prepare a subject of their choice to achieve a full Cambridge BA degree, usually in a Natural Science subject, which provides them with a scientific environment with scientists at the cutting edge of their field. These research projects are supervised by experienced researchers and mostly carry the students' in-depth research projects of their own. The 5th and 6th year students also undertake a standard research project (retrospective or prospective, clinical or focused on topics or literature review) under the supervision of an experienced clinical researcher and overseen by the Clinical Research Committee. Students are asked to give a short oral presentation at the end of their 6th year, which is also evaluated by academic staff and colleagues.
The QA process of these student research works is monitored by a trained supervisor and academic staff accompanied by an external examiner.

**10.4.2. Analysis of the findings/Comments**
The VEE implements a robust QA system for research activities and their implementation in the

study programme.

**10.4.3. Suggestions for improvement**
None.

**10.4.4. Decision**
The VEE is compliant with Standard 10.4.

## ESEVT Indicators

ESEVT Indicators

| | | | | | | |
|---|---|---|---|---|---|---|
| | **Name of the VEE:** | **University of Cambridge** | | | | |
| | **Name & mail of the VEE's Head** | **Professor Mark Holmes** | | | | |
| | **Date of the form filling:** | | | | | **févr-25** |
| | **Raw data from the last 3 complete academic years** | **2023-24** | **2022-23** | **2021-22** | **Mean** | |
| **1** | n° of FTE teaching staff involved in veterinary training | 156 | 155 | 147 | 153 | |
| **2** | n° of undergraduate students | 389 | 386 | 383 | 386 | |
| **3** | n° of FTE veterinarians involved in veterinary training | 66 | 68 | 69 | 68 | |
| **4** | n° of students graduating annually | 66 | 50 | 52 | 56 | |
| **5** | n° of FTE support staff involved in veterinary training | 59 | 53 | 46 | 53 | |
| **6** | n° of hours of practical (non-clinical) training | 714 | 694 | 694 | 701 | |
| **7** | n° of hours of Core Clinical Training (CCT) | 1076 | 996 | 996 | 1023 | |
| **8** | n° of hours of VPH (including FSQ) training | 194 | 194 | 194 | 194 | |
| **9** | n° of hours of extra-mural practical training in VPH (including FSQ) | 41 | 41 | 41 | 41 | |
| **10** | n° of companion animal patients seen intra-murally | 9027 | 8578 | 7674 | 8426 | |
| **11** | n° of individual ruminant and pig patients seen intra-murally | 156 | 102 | 78 | 112 | |
| **12** | n° of equine patients seen intra-murally | 260 | 383 | 368 | 337 | |
| **13** | n° of rabbit, rodent, bird and exotic patients seen intra-murally | 80 | 58 | 68 | 69 | |
| **14** | n° of companion animal patients seen extra-murally | 4125 | 3881 | 3528 | 3845 | |
| **15** | n° of individual ruminants and pig patients seen extra-murally | 8549 | 6725 | 10709 | 8661 | |
| **16** | n° of equine patients seen extra-murally | 1994 | 2121 | 2017 | 2044 | |
| **17** | n° of rabbit, rodent, bird and exotic patients seen extra-murally | 119 | 110 | 159 | 129 | |
| **18** | n° of visits to ruminant and pig herds | 827 | 668 | 1014 | 836 | |
| **19** | n° of visits to poultry and farmed rabbit units | 2 | 2 | 2 | 2 | |
| **20** | n° of companion animal necropsies | 156 | 110 | 167 | 144 | |
| **21** | n° of ruminant and pig necropsies | 8 | 6 | 7 | 7 | |
| **22** | n° of equine necropsies | 5 | 0 | 1 | 2 | |
| **23** | n° of rabbit, rodent, bird and exotic pet necropsies | 206 | 248 | 91 | 182 | |
| **24** | n° of FTE specialised veterinarians involved in veterinary training | 33 | 32 | 34 | 33 | |
| **25** | n° of PhD graduating annually | 8 | 11 | 10 | 10 | |

ESEVT Indicators

| | | | | | |
|---|---|---|---|---|---|
| **Name of the VEE:** | **University of Cambridge** | | | | |
| **Date of the form filling:** | **déc-24** | | | | |
| **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 | 0,40 | 0,15 | 0,13 | 0,27 |
| **I2** | n° of FTE veterinarians involved in veterinary training / n° of students graduating annually | 1,21 | 0,84 | 0,63 | 0,58 |
| **I3** | n° of FTE support staff involved in veterinary training / n° of students graduating annually | 0,94 | 0,88 | 0,54 | 0,40 |
| **I4** | n° of hours of practical (non-clinical) training | 700,67 | 953,50 | 700,59 | 0,08 |
| **I5** | n° of hours of Core Clinical Training (CCT) | 1022,67 | 941,58 | 704,80 | 317,87 |
| **I6** | n° of hours of VPH (including FSQ) training | 194,00 | 293,50 | 191,80 | 2,20 |
| **I7** | n° of hours of extra-mural practical training in VPH (including FSQ) | 41,00 | 75,00 | 31,80 | 9,20 |
| **I8** | n° of companion animal patients seen intra-murally and extra-murally / n° of students graduat | 219,13 | 67,37 | 44,01 | 175,12 |
| **I9** | n° of individual ruminants and pig patients seen intra-murally and extra-murally / n° of studer | 156,66 | 18,75 | 9,74 | 146,92 |
| **I10** | n° of equine patients seen intra-murally and extra-murally / n° of students graduating annually | 42,52 | 5,96 | 2,15 | 40,37 |
| **I11** | n° of rabbit, rodent, bird and exotic seen intra-murally and extra-murally/ n° of students gradu | 3,54 | 3,11 | 1,16 | 2,38 |
| **I12** | n° of visits to ruminant and pig herds / n° of students graduating annually | 14,93 | 1,29 | 0,54 | 14,39 |
| **I13** | n° of visits of poultry and farmed rabbit units / n° of students graduating annually | 0,04 | 0,11 | 0,04 | -0,01 |
| **I14** | n° of companion animal necropsies / n° of students graduating annually | 2,58 | 2,11 | 1,40 | 1,18 |
| **I15** | n° of ruminant and pig necropsies / n° of students graduating annually | 0,13 | 1,36 | 0,90 | -0,78 |
| **I16** | n° of equine necropsies / n° of students graduating annually | 0,04 | 0,18 | 0,10 | -0,06 |
| **I17** | n° of rabbit, rodent, bird and exotic pet necropsies / n° of students graduating annually | 3,24 | 2,65 | 0,88 | 2,36 |
| **I18** | n° of FTE specialised veterinarians involved in veterinary training / n° of students graduating | 0,59 | 0,27 | 0,06 | 0,53 |
| **I19** | n° of PhD graduating annually / n° of students graduating annually | 0,17 | 0,15 | 0,07 | 0,10 |
| 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 | | | | |

**Findings**
All Indicators are above the minimal values, except I15 and I16.

**Analysis of the findings/Comments**
The number of necropsies in equine and food-producing animals is low and only partially compensated by videos (see also Standard 5.1).

**Suggestions for improvement**
It is suggested to develop a strategy to increase the number of necropsies in equine and food-producing animals.

**ESEVT Rubrics** (summary of the proposal from the Full Visitation Team regarding the compliance of the VEE for each ESEVT Standard, i.e. (total or substantial) compliance (C), partial compliance (PC) (Minor Deficiency) or non-compliance (NC) (Major Deficiency))

| Area 1. Objectives, Organisation and Quality Assurance Policy | C | PC | NC |
|---|---|---|---|
| **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.**<br><br>**The VEE must develop and follow its mission statement which must embrace the ESEVT Standards.** | X | | |
| **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.**<br><br>**The person responsible for the veterinary curriculum and the person(s) responsible for the professional, ethical, and teaching affairs of the Veterinary Teaching Hospital (VTH) must hold a veterinary degree.**<br><br>**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.** | X | | |
| **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.** | X | | |
| **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.**<br><br>**The VEE must have a policy for academic integrity, i.e. the expectation that all staff and students act with honesty, trust, fairness, respect and responsibility.** | X | | |
| **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.**<br><br>**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.** | X | | |
| **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.**<br><br>**Any action planned or taken as a result of this data analysis must be communicated to all those concerned.** | X | | |
| **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.** | X | | |
| **Area 2. Finances** | | | |

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| **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).** | | X | |
| **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.**<br><br>**The VEE must have sufficient autonomy in order to use the resources to implement its strategic plan and to meet the ESEVT Standards.** | X | | |
| **Standard 2.3: Resources allocation must be regularly reviewed to ensure that available resources meet the requirements.** | X | | |
| **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.**<br><br>**This concerns:**<br>– **Basic Sciences**<br>– **Clinical Sciences in companion animals (including equine and exotic pets)**<br>– **Clinical Sciences in food-producing animals (including Animal Production and Herd Health Management)**<br>– **Veterinary Public Health (including Food Safety and Quality)**<br>– **Professional Knowledge (including soft skills, e.g. communication, team working skills, management skills).**<br>**When part of the study programme cannot be organised because of imposed regulations or constraints, convincing compensations must be developed and implemented.**<br><br>**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.**<br><br>**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.**<br><br>**3.1.1. General findings** | X | | |
| **3.1.2. Basic Sciences** | | X | |
| **3.1.3. Clinical Sciences in companion animals (including equine and exotic pets)** | | X | |
| **3.1.4. Clinical Sciences in food-producing animals (including Animal Production and Herd Health Management)** | | X | |
| **3.1.5. Veterinary Public Health (including Food Safety and Quality)** | | X | |
| **3.1.6. Professional Knowledge (including soft skills, e.g. communication, team working skills, management skills)** | X | | |

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| **Standard 3.2: Each study programme provided by the VEE must be competence-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.**<br><br>**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.**<br><br>**The VEE must also describe how it encourages and prepares students for lifelong learning.** | X | | |
| **Standard 3.3: Programme learning outcomes must:**<br><br>– **ensure the effective alignment of all content, teaching, learning and assessment activities of the degree programme to form a cohesive framework**<br>– **include a description of Day One Competences**<br>– **form the basis for explicit statements of the objectives and learning outcomes of individual units of study**<br>– **be communicated to staff and students**<br>– **be regularly reviewed, managed and updated to ensure they remain relevant, adequate and are effectively achieved.** | X | | |
| **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:**<br><br>– **determine the pedagogical basis, design, delivery methods and assessment methods of the curriculum**<br>– **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**<br>– **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**<br>– **identify and meet training needs for all types of staff, maintaining and enhancing their competence for the ongoing curriculum development.** | X | | |
| **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.**<br><br>**EPT is organised either extra-murally with the student being under the direct supervision of a qualified person (e.g. a veterinary practitioner) or intra-murally, with the student being under the supervision of a teaching staff or a qualified person.**<br><br>**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.** | X | | |
| **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.**<br><br>**There must be a member of the teaching staff responsible for the overall supervision of the EPT, including liaison with EPT providers.** | X | | |
| **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.** | X | | |
| **Area 4. Facilities and equipment** | | | |

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| **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.** | X | | |
| **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.**<br><br>**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.** | X | | |
| **Standard 4.3: The livestock facilities, animal housing, core clinical teaching facilities and equipment used by the VEE for teaching purposes must:**<br><br>**– be sufficient in capacity and adapted for the number of students enrolled in order to allow safe hands-on training for all students**<br>**– be of a high standard, well maintained and fit for the purpose**<br>**– promote best husbandry, welfare and management practices**<br>**– ensure relevant biosecurity**<br>**– take into account environmental sustainability**<br>**– be designed to enhance learning** | | X | |
| **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.**<br><br>**For ruminants, on-call service must be available if emergency services do not exist for those species in a VTH.**<br><br>**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.**<br><br>**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.** | | X | |
| **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.** | X | | |
| **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.** | | X | |
| **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.** | X | | |
| **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.** | X | | |

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| **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.** | | X | |
| **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.**<br><br>**Evidence must be provided that these data are regularly recorded and that procedures are in place for correcting any deficiencies.** | | | X |
| **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.** | X | | |
| **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.** | X | | |
| **Standard 5.4: Medical records for patients seen intra- and extra-murally 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.** | | X | |
| **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.** | X | | |
| **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.**<br><br>**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).** | X | | |
| **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.** | X | | |
| **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.**<br><br>**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.**<br><br>**Formal cooperation with other VEEs must also be clearly advertised.** | X | | |

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| **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.** | X | | |
| **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.**<br><br>**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.**<br><br>**Adequate training (including periodic refresher training) must be provided for those involved in the selection process to ensure applicants are evaluated fairly and consistently.** | X | | |
| **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.** | X | | |
| **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.**<br><br>**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.** | X | | |
| **Standard 7.6: Mechanisms for the exclusion of students from the programme for any reason must be explicit.**<br><br>**The VEE's policies for managing appeals against decisions, including admissions, academic and progression decisions and exclusion, must be transparent and publicly available.** | X | | |
| **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.**<br><br>**There must be effective mechanisms for the resolution of student grievances (e.g. interpersonal conflict or harassment).** | X | | |
| **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.** | X | | |
| **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.** | | X | |
| **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.**<br><br>**The VEE must properly document the results of assessment and provide the students with timely feedback on their assessments.**<br><br>**Mechanisms for students to appeal against assessment outcomes must be explicit.** | X | | |
| **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.** | X | | |

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| **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.**<br><br>**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.** | X | | |
| **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 fully 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.** | | X | |
| **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.**<br><br>**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.**<br><br>**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.** | | X | |
| **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.**<br><br>**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.** | X | | |
| **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.**<br><br>**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.** | X | | |
| **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.**<br><br>**Staff must have the opportunity to contribute to the VEE's direction and decision-making processes.**<br><br>**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.** | X | | |
| **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 enhancing the quality and efficiency of education.** | X | | |

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| **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).** | X | | |
| **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.** | X | | |
| **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.** | X | | |
| **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.** | X | | |
| C: (total or substantial) compliance; PC: partial compliance; NC: non-compliance | | | |

## Executive Summary

The University of Cambridge was founded in 1209, and the Cambridge Veterinary Programme (called the VEE in this report) was established in 1949 and is located in the Madingley Road campus.
The VEE has been positively evaluated by EAEVE and RCVS in 2015.
The SER was provided on time and written in agreement with the SOP 2023, although some data had to be corrected. Replies to the pre-visitation questions from the experts were provided before the start of the Visitation.
The Liaison Officer did a good job adapting the Visitation schedule, searching for the requested information, organising relevant meetings and ensuring the health and safety of the visitors.

Several areas worthy of praise have been identified by the Visitation Team, i.e.:

- Research-based training in all disciplines
- Small group teaching in most disciplines
- Opportunity for third-year students to follow a broad range of basic science topics
- Extensive pre-clinical training in all common species in the university farm and the College of West Anglia
- Well-developed VPH and One Health theoretical teaching
- Rational and multiple uses of many labs for practical training
- Numerous and well-equipped facilities for self-learning, recreation and food service
- Efficient use of the anaerobic digester to provide electricity in livestock facilities
- Excellent collaboration with RSPCA for first-opinion cases in companion animals
- Effective Teaching Operations Committee for the introduction of innovations in teaching activities and the well-organised use of clinical skills labs
- An in-depth tutoring system proposed by the Colleges during the first 3 years
- Efficient support to students and staff in case of physical, mental or social issues
- Opportunity for undergraduate students to actively participate in various research projects in well-equipped laboratories.

Additional commendations are described in the Visitation Report.

The VEE is compliant with most ESEVT Standards.
However, several Minor Deficiencies have been identified by the Visiting Team.

- The VEE is partially compliant with Standard 2.1. because of current uncertainties regarding the deficit reduction plan.
- The VEE is partially compliant with Standard 3.1.2. because of the suboptimal mapping of ILO to D1C for basic sciences.
- The VEE is partially compliant with Standard 3.1.3. because of suboptimal clinical training in exotic pets and equine.
- The VEE is partially compliant with Standard 3.1.4. because of suboptimal clinical training in poultry.
- The VEE is partially compliant with Standard 3.1.5. because of insufficient practical training in food processing and food microbiology.
- The VEE is partially compliant with Standard 4.3. because of suboptimal biosecurity procedures in some extramural facilities used for teaching.

- The VEE is partially compliant with Standard 4.4. because the dated VTH does not allow for optimal use of modern, sustainable technologies and procedures.
- The VEE is partially compliant with Standard 4.6. because of suboptimal isolation facilities for equine and food-producing animals.
- The VEE is partially compliant with Standard 4.9. because of suboptimal teaching and posting of biosecurity procedures.
- The VEE is partially compliant with Standard 5.4. because of a suboptimal recording system for intra- and extra-mural patients.
- The VEE is partially compliant with Standard 8.1. because of suboptimal review of the assessment strategy.
- The VEE is partially compliant with Standard 8.5. because of suboptimal logbook/portfolio use for the assessment of D1C acquisition.
- The VEE is partially compliant with Standard 9.1. because of suboptimal formal training to teach and assess for some non-academic teaching staff.

One Major Deficiency has been identified by the Visiting Team.

- The VEE is not compliant with Standard 5.1. because of an insufficient number of equine, cattle, and pig necropsies, which may affect the acquisition by all students of the D1C concerned.

Additional suggestions for improvement are described in this Visitation Report.

## Glossary

CCT: Core Clinical Training
CWT: College of West Anglia
D1C: ESEVT Day One Competences
EAEVE: European Association of Establishments for Veterinary Education
EBVS: European Board of Veterinary Specialisation
ECOVE: European Committee on Veterinary Education
EPT: Elective Practical Training (called EMS in the UK)
ESEVT: European System of Evaluation of Veterinary Training
ESG: Standards and Guidelines for Quality Assurance in the European Higher Education Area
FSQ: Food Safety and Quality
FTE: Full-Time Equivalent
ILO: Intended learning Outcomes
IT: Information Technology
OSCE: Objective Structured Clinical Examination
PDCA: Plan Do Check Adjust
QA: Quality Assurance
RCVS – Royal College of Veterinary Surgeons
RSPCA - Royal Society for the Prevention of Cruelty to Animal
SER: Self Evaluation Report
SOP: 2023 Standard Operating Procedure
TRIPOS: All assessments allowing to be awarded the bachelor's degree
VEC: Veterinary Education Committee
VEE: Veterinary Education Establishment
VPH: Veterinary Public Health
VTH: Veterinary Teaching Hospital (called the Queen's Veterinary School Hospital in the VEE)

## Decision of ECOVE

The Committee concluded that one Major Deficiency had been identified.

The Veterinary Education Establishment (VEE) of the University of Cambridge is therefore classified as holding the status of: PENDING ACCREDITATION.