



FULL VISITATION REPORT

To the Royal Veterinary College, London, United Kingdom

On 5 – 9 May 2025

By the Full Visitation Team

Manuela OLIVEIRA, Lisbon, Portugal: Visitor in Basic Sciences

Marc GOGNY, Nantes, France: Visitor in Basic Sciences

Julie FJELDBORG, Frederiksberg, Denmark: Visitor in Clinical Sciences in Companion Animals

Michele PAZZOLA, Sassari, Italy: Visitor in Clinical Sciences in Food-Producing Animals

Ivar VAGSHOLM, Uppsala, Sweden: Visitor in Veterinary Public Health (including Food Safety and Quality)

Mirja RUOHONIEMI, Helsinki, Finland: Visitor in Quality Assurance

Christophe BUHOT, Le Taillan Medoc, France: Practitioner (CHAIRPERSON)

Vanda DUČIĆ, Zagreb, Croatia: Student

Marina SPINU, Cluj-Napoca, Romania: ESEVT Coordinator

Contents of the Full Visitation Report

Introduction

Area 1. Objectives, Organisation and Quality Assurance Policy

Area 2. Finances

Area 3. Curriculum

Area 4. Facilities and equipment

Area 5. Animal resources and teaching material of animal origin

Area 6. Learning resources

Area 7. Student admission, progression and welfare

Area 8. Student assessment

Area 9. Teaching and support staff

Area 10. Research programmes, continuing and postgraduate education

11. ESEVT Indicators

12. ESEVT Rubrics

Executive Summary

Glossary

Introduction

The Royal Veterinary College (RVC) was founded in 1791 and became a member institution of the University of London in 1949, continuing to function under its umbrella. The VEE's 2500 students are educated on three campuses: Camden, Hawkshead and Bolton Park Farm. The current number of employees is approximately 1000, and the number of students is 2.500. The VEEs strategy involves research-based theoretical and clinical training and provides broad referral services. The VEE formally collaborates with Aberystwyth University on the delivery of the Bachelor of Veterinary Science (BVSc) degree programme.

The VEE preserves its high educational standards, within the frameworks of international recognition. Thus, it holds accreditations from all the major veterinary education accreditation bodies, such as EAEVE, AVMA, AVBC. In 2021, the evaluation within the Research Excellence Framework underscored the internationally excellent or world-class value of the research work of the VEE.

The VEE holds several awards such as a Silver award from the Teaching Excellence Framework (TEF), and Gold for Student Outcomes from the Office for Students (the UK regulator for Higher Education) in 2023, while retaining its 1 QS Global University ranking in Veterinary Science for the fourth consecutive year in 2024.

The VEE was re-visited by ESEVT in 2021, subsequent to the FV in 2018, when one major and two minor deficiencies were identified. Subsequent to the re-visitation, confirming that the deficiencies were fully corrected, the VEE was accredited by ECOVE.

The main challenges the VEE has had to face in recent years have been the COVID-19 pandemic and the exit of the UK from the EU, which also impacted its financing, mainly through European research programmes.

In spite of these, since the last visitation the VEE implemented a new curriculum, invested in developing its facilities by extending the Teaching and Research Centre, opening the Student Learning Centre at Hawkshead, and developing at Boltons Park Farm the new Live Animal Handling Facility.

The ESEVT SOP 2023 is valid for the Full Visitation.

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 VEE is to be a leading international authority in education, clinical care, research, expert opinion and employment in veterinary and biomedical sciences. The educational mission is based on three pillars, namely Education, Discovery and translation of new knowledge, and Delivery of the very best clinical care and opinion. The mission is aligned with the VEE's Strategic Plan (2022-2026) through activities, objectives and broad metrics. Each pillar has its own sub-strategy, but the success of the pillars is presented to be a joint activity. Progress against the organisational strategic objectives is monitored at the Council meetings.

The Learning, Teaching, Assessment and Student Experience (LTASE) Strategy outlines at a general level what is required from the community, students, learning, teaching, assessment, and institution for achieving the aims, specific initiatives and related strategies. The LTASE Strategy is supplemented by Research and Clinical Strategies to align activities across the VEE with the requirement to deliver ethical, research and evidence-based veterinary training.

The VEE aims to offer and develop outcomes-based degree programmes that satisfy the requirements of its accrediting bodies with an explicit intention to develop students as lifelong learners. The curriculum has been designed to ensure that students, on graduation, have achieved the Day One Competences of the ESEVT, American Veterinary Medical Association (AVMA) and Royal College of Veterinary Surgeons (RCVS). Assessment of Day One Competences is a requirement for the Bachelor of Veterinary Medicine (BVetMed) degree, which ensures graduates have the skills to perform as a veterinarian capable of entering all commonly recognised branches of the veterinary profession upon graduation.

1.1.2. Analysis of the findings/Comments

The VEE's mission is wide and aligned with its Strategic Plan. The VEE's objective is to offer a curriculum that has been designed to ensure that students, on graduation, have achieved the Day One Competences of external accreditors and are capable of entering all commonly recognised branches of the veterinary profession. The BVetMed degree holders are registered with the RCVS and able to practise as fully qualified veterinarians.

The VEE's approach to lifelong learning is described in detail under Standard 3.2.1.

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

Details of the VEE, including the official name, address and phone number both for the Camden Campus and Hawkshead Campus, E-mail and website address as well as the name of the President & Principal were provided in the Appendices of the SER.

The VEE is an autonomous member institution within the federal University of London. The VEE awards its Degrees through the University, through the authority of the Ordinances, as well as holding Degree-Awarding Powers in its own right. The University is registered with the Office for Students (OfS) as higher education provider, in accordance with the UK legislative framework for higher education, and is also subject to a recognition order of the Veterinary Surgeons Act (1966), which allows it to award the BVetMed degree such that holders of the degree are registered with the RCVS and able to practise as fully qualified veterinarians.

The VEE formally collaborates with Aberystwyth University on the delivery of the Bachelor of Veterinary Science (BVSc) degree programme.

The President & Principal is the chief executive, chief accounting officer and senior academic officer of the VEE. He is responsible to the Council for the operational management of the VEE's work, within the framework laid down by the Charter and Statutes, the VEE's Regulations and Policies and the VEE's Schedule of Delegation. He delegates responsibility to the Principal's Advisory Group (PAG) and/or College Executive Committee (CEC) when relevant but retains responsibility for their work. The President & Principal is a member of the Collegiate Council of the University, which advises the Board of Trustees on the strategic direction of the University and is responsible for ensuring the proper discharge of its academic affairs.

The Chief Finance Officer is responsible to the Council through the President & Principal regarding the respective mission or service area. He/she can delegate responsibility to Heads of Department/Division and other members of the VEE but retain responsibility for their areas.

The Vice Principal for Learning, Teaching and Assessment, responsible for the veterinary curriculum, the Vice Principal responsible for the professional, ethical, and academic affairs of the Veterinary Teaching Hospital (VTH) and the Deputy Principal responsible for partnership provision of clinical rotations are all veterinarians. The names and degrees of these persons were provided in the SER.

The VEE has three academic departments: Comparative Biomedical Sciences, Clinical Science and Services, and Pathobiology and Population Sciences. The academic members of all departments support the delivery of the BVetMed Programme. The Heads of the Departments are responsible to the Council, through the President & Principal, for leadership and overall management of their departments.

The overarching governance arrangements of the VEE are defined in its Charter. The VEE's governing body is the Council. It is responsible for approving corporate strategy and associated plans and budgets; for approving major business decisions and corporate policy; for considering and approving the framework of governance and management; and for monitoring institutional and executive performance. It ensures that the VEE's governance arrangements comply with the Higher Education Code of Governance. The current membership consists of 11 external

members, 2 elected representatives of the VEE's Academic Board, the President & Principal and the President of the Student Union (SU).

The VEE's Council is supported by seven sub-committees: 1) Academic Board; 2) Senior Staff Remuneration Committee; 3) Governance and Nomination Committee; 4) Audit & Risk Committee; 5) Finances & General Purposes Committee; 6) Ethics and Welfare Committee; and 7) Safety Committee. The arrangements for the VEE's Governance are maintained and reviewed each year by the Governance and Nomination Committee. Its recommendations are considered and approved by the Council. The Council and its Committees receive, consider, and discharge their duties inline with their authority. Both quantitative and qualitative reports are presented by the executive, and they are scrutinised by the external members of Council.

Regarding academic matters, the Council must seek and receive advice from the Academic Board, which is chaired by the President & Principal and into which all teaching and quality related committees report. The Academic Board is responsible to the Council for academic governance, and specifically for regulating, in accordance with the VEE's Charter, Statutes and Ordinances, the admission of students to the BVetMed programme; its curriculum and assessment; the maintenance and enhancement of its academic standards; and the award of all degrees and other qualifications.

Both the Council and the Academic Board are supported by the PAG and the CEC. The PAG is the senior committee responsible for developing options for the VEE's strategy, both planned and adaptable, including the major resourcing and financial issues around the evolving strategy's implementation. The PAG may also provide ad hoc advice to the President & Principal and act with the authority of the President & Principal when necessary and appropriate. Initiatives developed at PAG are evaluated via the CEC to achieve agreed-upon options and recommendations for implementation.

The CEC is the senior operational decision-making body of the VEE, with responsibility for the oversight and resourcing of the operational aspects of the VEE's strategy and supporting plans. This is undertaken through regular monitoring of the HE policy environment, approval and review of key projects, monitoring the financial performance and key performance indicators, which are then reviewed by the Council. The CEC includes all members of the PAG and several other members. The CEC typically meets monthly and considers operationally important matters, such as staffing, recruitment, marketing and communications, business planning and risk management. All members of staff as well as the President of the SU have an open invitation to attend and observe the CEC.

The current Academic Board consists of 90 voting members, including the President & Principal (chair), 6 Vice Principals and members of the Office of the Principal, 46 Professors, 25 Associate Professors, 4 Readers, 2 Chairs of Academic Board Sub-Committees, 1 member- elected by non-professorial academic staff, 2 members of Professional Staff and 3 student members. The Academic Board meets three times a year, ensuring an opportunity for scrutiny by all members of the VEE. Papers are disseminated to members and are openly available through the VLE and visitors can request access to papers if required.

Committees under the Academic Board include 1) Teaching Quality Committee (TQC, with four sub-groups), 2) Student Development Committee, 3) Research and Innovation Committee, 4) Research Degrees Committee, and 5) Learning, Teaching & Assessment Committee (LTAC, with six course management sub-committees and three other subgroups/-committees). In addition, there is a Student Policy Working Group and a Course Proposal & Development Group that have a direct connection to the Academic Board.

The TQC has four sub-groups, namely the Annual Quality Improvement Group (AQIG), Student Engagement in Quality Enhancement, External Student Survey Results Working Group, and Staff Teaching Quality Working Group. The six Course Management Committees (CMCs) under the

LTAC are Biological and Biomedical, Undergraduate Medicine (relevant for the BVetMed), Veterinary Nursing, Postgraduate Medicine, Populations and Education. Additionally, the Blended Learning Project Group, Recruitment and Admissions Committee (RAC), and Modular Scheme Management Committee belong under the LTAC.

The arrangements for all the VEE's committees are maintained and regularly reviewed by the Secretariat in consultation with the Chairs and Secretaries of each committee. In addition to the permanent Committees and Groups, other official bodies can be established for relevant purposes. E.g., the President & Principal nominates an Accreditation Steering Group for each external accreditation of the VEE.

Curriculum Managers include Course Directors, supported by Year Leaders and Strand Leaders for the BVetMed programme. The Course Director is directly responsible for the delivery of the BVetMed, including approved learning outcomes, timely and accurate assessment, feedback and programme information. Other responsibilities include leading the development of the programme, promoting horizontal and vertical integration, having oversight of admissions and ensuring appropriate programme resourcing. The academic activities are enabled by seven teams within the Professional Services Department (PSD); including, e.g. Learning and Wellbeing, Academic Registry, and Human Resources.

There is student representation on all committees, unless there is good reason to the contrary, either through direct election or via nomination by the Council of the SU.

A high-level summary of items discussed at organisational level meetings is disseminated to staff through departmental lines of communication. Non-confidential minutes are posted on the VLE, and staff are invited to 'town hall' question and answer meetings hosted by the President & Principal, which occur at least biannually.

The Council is responsible for establishing and overseeing the delivery of the VEE's Strategic Plan. Vice Principals, senior members of the PSD and Heads of Departments are responsible for setting and implementing sub-strategies that are considered and approved by the CEC and the Council. The Council monitors the delivery of the Strategic Plan throughout the year. Delivery of the strategy is supported by an annual financial planning process. The CEC sets the departmental objectives and budgets and oversees the process. Progress against the organisational strategic objectives is presented at the Council meetings.

The strategy process is explained in more detail in 1.3.1.

1.2.2. Analysis of the findings/Comments

The VEE is part of the University of London. The person responsible for the BVetMed curriculum and the persons responsible for the professional, ethical and teaching affairs of the VTH are veterinarians.

The organisational structure of the VEE is complex, with a high number of boards, committees, groups and other official bodies, but based on discussions on site. However, it appeared clear to the staff and student representatives. The decision-making process, organisation and management of the VEE allow implementation of its strategic plan and a cohesive study programme.

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 Council is responsible for establishing and overseeing the delivery of the VEE's Strategic Plan. The Strategic Plan 2022-2026 is publicly available on the website and sets out the VEE's strategic pillars. Each pillar is accompanied by overarching objectives and measurable outcomes as well as a SWOT analysis. To ensure operational embedding, Vice Principals, senior members of the PSD and Heads of Departments are responsible for setting and implementing sub-strategies that are considered and approved by the CEC and the Council. These sub-strategies are developed through consultation with key stakeholders, including students and academics and approved through the committee structures to ensure scrutiny by the VEE's key representatives. The aim is continuous improvement and the indicators are to a large extent qualitative.

The key sub-strategies of Education are the LTASE Strategy, Student Voice Strategy and Blended Learning Strategy. The Student Voice Strategy aims to ensure that all students have opportunities to reflect on and evaluate their experiences of study and the wider service offering.

The PSD Operational Plan supports the delivery of the VEE's strategic plans, the sub-strategies and risk management. Project's status is monitored using colour codes. The latest update was published in January 2024; a recent update has been performed but has not yet been published. Delivery is supported by risk management procedures, such as risk registers and SWOT analysis. Risk management at the VEE is governed by the institutional Risk Management Framework. Operational risks are managed by the Heads of Department and are considered by both CEC and the Audit and Risk Committee.

The VEE's Council monitors the delivery of the Strategic Plan by considering a set of key performance indicators throughout the year and the Strategic Risk Register. This register consists of risks identified by the SWOT analysis as well as factors which directly or indirectly impact key performance indicators. Delivery of the strategy is supported by an annual financial planning process. The CEC sets the departmental objectives and budgets and oversees the process. Annual Reports and Financial Statements for each year are available on the website.

The strategy planning cycle commences in the autumn with the Council's analysis of progress against the Strategy and Operational Plan. The senior management then conducts its own executive risk assessment, and an organisation's SWOT analysis compiled at the commencement of the budget planning phase. With distinctive financial key performance indicators and confirmation of funding from the OfS in April, the budget was approved by the VEE's Council in July. The strategy, together with the approved budget, forms the operational plan for the commencing financial year.

The current strategic plan was finalised in 2020 when the pandemic made traditional forms of engagement of staff and external stakeholders largely impossible. The VEE organised e.g. targeted workshops and conversation dinners for stakeholder engagement.

1.3.2. Analysis of the findings/Comments

The VEE has a Strategic Plan, which includes SWOT analysis of its current activities and a PSD Operational Plan, with timeframe and indicators of achievement of the objectives. The aim is continuous improvement. The VEE's strategy includes a role for internal and external stakeholders. It has a formal status and is publicly available on the website.

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 VEE has institutional membership with the Quality Assurance Agency (QAA) and is guided by the sound practice within the QAA UK Quality Code for Higher Education. The VEE has detailed Academic Quality Assurance and Enhancement Procedures, which are mapped to the ongoing conditions of national registration for HE institutions as required by the OfS, confirming compliance with European Standards and Guidelines for internal quality assurance.

The VEE's quality assurance and enhancement culture focuses upon ensuring that the professional degrees of the VEE remain relevant, appropriate and meet the requirements of the accreditors in graduating students as competent professionals. The aim is continuous improvement. The LTASE Strategy is a central sub-strategy to the VEE for assurance of quality and standard of its programmes and awards. The TQC, a sub-committee of the Academic Board, is the key committee in QA of education.

The VEE has mapped compliance with the ESG and has a wide range of policies and processes ensuring good practice. Policies and processes for QA include the following: Design and approval of programmes; Student-centred learning, teaching and assessment; Student admission, progression, recognition and certification; Teaching staff; Learning resources and student support; Information management; Public information; Ongoing monitoring and periodic review of programmes; and Cyclical external quality assurance.

The description of the VEE's approach to QA, the procedures for QA and confirmation of the standards of awards are published on the VEE's website. The processes used in the quality assurance and enhancement of the student learning experience include, e.g. the review of strands, rotations and research projects; Annual Quality Improvement Reports, Periodic Review of Courses, Design and approval of Courses; and Student Engagement. The pictorial presentation of "How do we quality assure your course" that is available online and was presented in the Appendices of the SER was, however, in the onsite discussion found to deserve certain clarification.

Each year the Course Director, Unit Leader and relevant other persons review each discrete teaching unit (e.g., strand, rotation or elective). This includes analysis of information and reflection on the strengths and weaknesses to support management and direct development of the programmes. Key information in the annual quality monitoring and action plan includes student feedback on teaching, external examiner reports, feedback from recent graduates, and course statistics. Based on collected information, Year Leaders prepare an Annual Quality Improvement Report (AQIR) for their year of responsibility. Consequently, the Course Director prepares a Programme AQIR. Both level reports are reviewed by a TQC subgroup, the Annual Quality Improvement Group (AQIG). The TQC has a rolling action plan, which contains not only outcomes of AQIG's work and feedback but also a process for feeding into the CMCs.

In accordance with the Guidelines for Periodic Review of Courses, a full review of the programme is undertaken every 6 years (last review in February 2024). It is conducted by a panel consisting of teaching staff, at least one student not directly related to the programme, and two external members. The objective is to confirm the continuing validity and relevance of the programme, the continuing appropriateness of its academic standards, and the continuing high quality of learning opportunities, and to consider the programme team's proposals and plans for the development of the programme and the further enhancement of its quality. This procedure is designed to ensure that the VEE meets the OfS ongoing conditions for registration to maintain Higher Education institution status.

Regarding academic integrity, the VEE's Charter outlines a code of standards for all staff members and students, to which they have to commit and to which they are held accountable. When students accept the offer of a place at the VEE, they are entering into a contractual relationship with the VEE. The Student Contract contains the VEE's obligations towards the students and the students' rights and the rules, regulations, policies and procedures with which they have to comply as students at the VEE. The document is updated annually, and the students are expected to review it each year before they re-enrol.

1.4.2. Analysis of the findings/Comments

The VEE has a policy and associated written procedures for QA and standards of its programmes. The VEE shows explicit commitment to the development of a culture which recognises the importance of quality and QA within the VEE. The VEE develops and implements a strategy for the continuous enhancement of quality.

Regarding academic integrity, all staff and students are required to read and confirm adherence to the VEE's Charter. The Student Contract contains the relevant rules, regulations, policies and procedures that students have to comply with at the VEE.

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 has public information on its objectives, including the Strategic Plan 2022-2026, on its website. Although the current Strategic Plan was drafted and approved during the Covid-19 pandemic, the VEE's Council and the CEC engaged collaboratively with internal and external stakeholders over a series of meetings. This collaboration included, e.g. workshops with a selection of academic and support staff and student representatives, and with external members of the Council.

Information on undergraduate education, postgraduate and research programmes and veterinary continuing professional development is available through the website. The VEE's Continuing Professional Development unit is the UK's largest academic provider of educational services to the veterinary community.

The website and the prospectus that can be downloaded or ordered through the webpage

provide a wide range of information on studies offered by the VEE, including course content, entry requirements, teaching and learning, career options, funding, and the awards. Social media is also used to publicise application information. Visiting opportunities to prospective students and their supporters are promoted on the website, social media and in personal communications. Both campuses have Open Days and Open Houses, and the VEE offers residential Summer Schools for prospective students. A dedicated website page and prospectus is available for prospective international students.

The VEE is committed to active engagement not only with prospective students, but with animal owners, local schools and colleges, and the public in general. This includes, e.g., offering visiting opportunities, volunteering, working together on local initiatives and engagement activities on animal care and first aid. Departmental contacts with stakeholders exist through professional organisations and with clients, visitors and partners to all teaching hospitals. Information on these is available on the events section of the website and is promoted through targeted emails, listings/advertising and social media. Engagement with the wider media in various ways is used to share information and advice. The VEE's website also provides information regarding the profile of its current students, including details to ensure that the VEE actively promotes an accessible and inclusive education for all.

Employment destinations and the level of employment of past students are captured in the Graduate Survey. A high percentage of the VEE's graduates are in full-time employment within a year of graduating. The data from these surveys is not shared, but it forms part of internal reports, such as the AQIR, and is reported through the committee structures with appropriate actions ensuing. The response rate of the survey has been declining, and the VEE is engaging with students (as part of the Student Voice Strategy) to improve this. The VEE also publishes information on the degree outcomes.

The ESEVT status of the VEE is stated on the website along with links to the EAEVE webpage where the SER and Visitation Report are available.

The SER for the current 2025 Full Visitation is not written on the SER template of the SOP 2023 and does not follow its instructions at several points. E.g., the SER has 100 pages even though the core tables and certain other core information, such as information on the key academics of the VEE were presented in the Appendices, and narrow margins have been used. The font is Arial size 11 (instead of Times New Roman size 12, however this has only a limited effect on the length of the document). A considerable amount of information is provided via links, and these occasionally require further navigation online. Not all questions on the template are explicitly answered. The Appendices do not explicitly include all documents listed at the end of the template or mentioned under Standards. There also appeared to be certain miscalculations in the indicator table that were corrected during the visitation.

1.5.2. Analysis of the findings/Comments

The VEE provides evidence that it interacts with its stakeholders and the wider society. The main channel for the public information is the VEE's website. This public information is clear, objective and readily accessible, and includes information about the study programme.

Information for current and prospective students is clear, relevant and easily accessible.

The VEE's ESEVT status, last Self-Evaluation report and Visitation Report are available to the public through links at the website.

However, as stated on the SOP 2023 template for writing the SER, the SER is considered as part of the VEEs' public information. The SER for the current visitation is not entirely written in line with the provisions of the SOP 2023. Its formulation, core information being addressed only by the Appendices or links, makes the interpretation and complete understanding of the facts provided sometimes difficult.

1.5.3. Suggestions for improvement

It is suggested that the VEE checks the opportunity to revise the SER. As stated in the SOP 2023 regarding Full Visitations, the VEE has the opportunity to revise the SER in case errors in the SER are detected by the Visitation Team and agreed by the VEE. The VEE must send the corrected e-SER to the Chairperson, Coordinator and EAEVE Office at the latest one month before the ECOVE meeting.

1.5.4. Decision

The VEE is partially compliant with Standard 1.5 because the SER is not written in line with the provisions of the SOP 2023.

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's Council has overarching responsibility for the strategic plan, the organisation as well as of its QA policies. Several committees report to the Council, ensuring operational delivery of the VEE's responsibilities through committee action lists. These are monitored as standard items on the agendas. At every meeting of the Council, the President & Principal reports the major developments and progression towards the delivery of the strategic plan, emerging areas of risk and good news about the VEE. This is followed by detailed reports on risk management and delivery against key performance indicators. Periodically, the Council focuses more deeply on a certain area. The Council and the CEC communicate actions with staff, students and stakeholders, and relevant actions such as projects and consultations can also be developed. Through committees, sub-committees, working groups and student voice activities, the VEE ensures that policies and procedures are developed, scrutinised and applied with input from all representative stakeholders. The VEE uses a two-way process of feedback with activities such as 'You Said...We Did' comment boxes. Management of actions and development of projects requires updates to the relevant committee or working group to ensure a continuous cycle of accountability and responsibility. Committees have student representation and ensure the development of actions comes from all members of the committee, especially student input.

The Academic Board provides overview for the operational delivery of QA within key committees reporting to it. The Undergraduate Medicine CMC is specifically concerned with the delivery of the BVetMed and reports directly into LTAC. The CMC is made up of relevant academic staff and representatives for students and external stakeholders (including employers). Different aspects of student experience, from the delivery of an effective and "fit- for-purpose" BVetMed programme to the delivery of effective student support services, as well as other academic missions, are covered.

All the VEE's Council and academic committee agendas, papers and minutes are published on the VLE for all staff and students to review. Completion of action is monitored at these meetings, giving confidence in closing the loop on the planning cycle. Documentation from QA processes are made available on the VLE, e.g., reports from validations, Periodic Reviews, reviews and

student feedback survey results for modules and strands, and Annual Quality Improvement Reports.

The review of the activities is described more under Standards 1.2 (organisation), 1.3 (strategic plan) and 1.4 (e.g., annual and periodic review). Use of the VEE webpage and other means for external communication is described under Standards 1.5 and 3.4.

The VEE considers the Student Voice Strategy as a response to student feedback as one representative example of visibly 'closing the loop'. It was initiated by suggestions by the students and their feedback. The analysis of the annual National Student Survey also revealed that it is essential to communicate to the students the changes that have been implemented based on their feedback, and why certain things have not been or cannot be changed. The Student Voice Strategy is expected to improve the capture of and responsiveness to student feedback. It uses student panels to gather feedback. These panels are inclusive and allow students to engage and express their views. They are an opportunity to gather feedback on new methods of teaching, or other aspects of the curriculum being proposed for change, or changes to support services. Other examples include the Welcome Pack and KickStart to enhance and improve a programme for incoming students.

1.6.2. Analysis of the findings/Comments

The VEE monitors and periodically reviews its activities in various ways to ensure that they achieve the set objectives and respond to the needs of students and society. Through committees, sub-committees, working groups and student voice activities, the VEE ensures that activities, policies and procedures are developed, scrutinised and applied with input from representative stakeholders, including students. VLE is the main platform for communication of internal reports. Examples of 'closing the loop' were provided.

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 VEE's last visitation was a Re-visitation on 25-26 August 2021, following a Visitation by a combined team (ESEVT, the RCVS and the AVMA COE in November 2018). The VEE established a task and finish group in May 2019 to address the Major Deficiency and two Minor Deficiencies. The group was accountable to the CEC. The Deficiencies were corrected through changes in the curriculum hours and contents of the rotation cycle, an agreement with a larger abattoir and changes in the necropsy classes. Under-reporting of certain hours of practical (non-clinical) training was also noted and corrected. The Re-Visitation report issued by ECOVE in September 2021 concluded that all Deficiencies identified during the Visitation in 2018 had been fully corrected and the VEE was granted Accreditation status.

1.7.2. Analysis of the findings/Comments

The VEE has undergone external reviews through ESEVT on a cyclical basis. The last Visitation in 2018 was a joint visitation by EAEVE, RCVS and AVMA COE, and ended in a Re-visitation by ESEVT

in 2021. The areas of the previous deficiencies have been included in the development of the new curriculum and related agreements.

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 VEE operates as an autonomous higher education institution with complete control over its finances. The President & Principal holds overall financial accountability and reports to the governing Council. The Chief Financial Officer, reporting to the President & Principal, oversees all financial operations, including budgeting, financial planning, reporting, tax, investments, and procurement.

The University follows a structured annual planning and budgeting cycle aligned with its Strategic Plan. Proposals for new resources are assessed for affordability using financial performance indicators that ensure sufficient investment in infrastructure, maintenance of reserves, and adherence to debt obligations.

The CEC submits the final budget and financial forecasts to the Council. Additionally, the VEE provides five-year financial forecasts to the OfS, England's higher education regulator.

Financial performance is closely monitored, with quarterly reports reviewed by the CEC, FGPC (Finance and General Purposes Committee), and Council to quickly address any financial risks. Budget holders receive monthly reports and work closely with Management Accountants for ongoing support.

All new projects require approved business cases under a formal authority framework. Financial policies ensure transparency and compliance, which is regularly audited internally and externally, with reports submitted to the Audit & Risk Committee.

The VEE manages its finances independently from the University of London and pays no percentage margin to the UoL as overheads on revenues from services and research grants. It pays a modest annual fee—under £0.1 million—for membership of the UoL Federation, which covers access to library resources and degree-conferring services.

For the academic year 2025-2026, tuition fee is £9,535 (11,268 Euro - conversion rate as at 2025.05.08) for national students and £47,960 (56,677 Euro) for international students.

The total expenditure of the VEE gradually increased over the reporting period from Euro 125,252,329 to Euro 145,537,180, based on the increase in each category of personnel, operating and maintenance costs and equipment as indicated in table 2.1.1 of the SER. The total expenditure for the period averaged at Euro 135,711,308. As an independent VEE, the RVC covers its own utility and other indirect expenditures, which are included in the expenditures table.

A similar increasing trend was observed in revenues of the VEE, with slight differences in some categories towards the end of the reporting period, i.e., the revenues for grants stayed constant

(from Euro 11,021,876 to Euro 11,274,876) and decreased for the donations (from Euro 1,715,321 to Euro 943,003), with a total average attaining Euro 146,280,042 (table 2.1.2. of the SER).

The highest value of the total balance per academic year was recorded for AY-1 (Euro 12,947,829, with a decreasing trend towards the last year of the reporting period (Euro 10,003,820)(Table 2.1.3).

2.1.2. Analysis of the findings/Comments

Over the past three years, the VEE has increased its operating income by 16%, driven largely by growth in international student tuition fees and public funding. During the same period, operating expenses also rose by 16%, largely due to inflationary pressures affecting overall operating costs. The VEE has consistently produced a financial surplus over the past three years—and for more than ten years before that—averaging €10.6 million annually. This has enabled the VEE to build strong cash reserves, which are designated for critical, ongoing investment in its infrastructure.

The overview of areas of expenditure and sources of income shows that these are sufficient for the day-to-day running of the VEE and to meet the targets set in the Strategic Plan despite the foreseen decrease in the financial balance.

2.1.3. Suggestions for improvement

None

2.1.4. Decision

The VEE is compliant with Standard 2.1.

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 new clinical strategy emphasises support for educational activity. Clinical services are managed under a separate budget headed by the Vice Principal for Clinical Services, with facility-specific budgets set annually and monitored throughout the year. The VEE also collaborates with third-party partners for some clinical teaching needs under formal agreements and with specific funding. Planning for a new small animal referral hospital gives priority to curriculum alignment.

2.2.2. Analysis of the findings/Comments

Clinical and field services are designed to meet the requirements of the BVetMed curriculum, ensuring that students have sufficient workload and exposure to species. The VEE controls its finances and demonstrates that the main goal and organisation of the VTH are to function as an instructional identity, and resources are reinvested to benefit the clinical training of students.

2.2.3. Suggestions for improvement

None

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 management of expenditures, investments and incomes is described under Standard 2.1, which details the VEE's financial planning, the budgeting process and the committees involved. Investment decisions are primarily guided by the objectives of the strategic plan and the strategies that support it, as well as their financial feasibility, assessed using key financial indicators. Once approved, these investments are included in the budget and expenditure is monitored accordingly.

The heads of the three academic departments and the directors of the main operational areas sit on the CEC, where all major investment decisions are reviewed and authorised. For capital projects, implementation is managed by a dedicated project board or group, led by a member of the VEE's Executive and including staff and student representatives. Any changes to the project budget must go through a formal approval process.

2.3.2. Analysis of the findings/Comments

Major recent investments, both in teaching and housing facilities confirm that resources' allocation is monitored and available resources meet the identified needs.

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.

3.1.1. General findings

3.1.1.1. Findings

The VEE offers two courses: Bachelor of Veterinary Medicine (BVetMed) course (the only one for which the accreditation is being performed by ESEVT FV) and Bachelor's in Veterinary Science (BVSc), a joint degree with Aberystwyth University ongoing since 2021. The BVSc remains beyond the scope of the present visitation, because no graduate has yet been delivered on the labour market.

The BVetMed course can be completed as a 5-year course or as a 4-year 'Graduate Accelerated BVetMed' (GAB) degree, which was designed for graduate-entry students who hold a relevant degree in biological sciences, including (but not limited to) Anatomical Sciences, Biochemistry, Biological Sciences, Biology, Biomedical Sciences, Bioveterinary Sciences, Physiology, Veterinary Nursing and Zoology. Other prior degrees can be considered if the subjects studied are appropriate, and these are evaluated on a case-by-case basis.

The VEE also offers a "Gateway" course. The course is a year of study that students undertake prior to joining the 5-year BVetMed programme.

The BVetMed has four course level aims and objectives, clearly defined according 15 programme level learning outcomes, established to guarantee that all graduates acquire the Day One Competences and to meet the national and international accreditation requirements, of the EAEVE, the American Veterinary Medical Association (AVMA) and the Royal College of Veterinary Surgeons (RCVS), by which the VEE is presently accredited.

- 5-years BVetMed course

The 5-year BVetMed course offers a high level of education based on scientific research and hands-on practical training. The curriculum has a 'spiral' organisation, with the didactic part of the course being based on "strands", which run throughout the first years up to the entry to the clinical rotations in year 4. There are nine "strands" based on body systems, and six 'non-system' strands which cover topics that are relevant to basic sciences or diseases of multiple systems. The number of total hours taken by each student for Basic Subjects and Sciences is 1083.8 hours, for Clinical Sciences in companion animals (including equine and exotic pets) is 957.3 hours, for Clinical Sciences in food-producing animals (including Animal Production and Herd Health Management) is 429.1 hours, and for Veterinary Public Health (including Food Safety and Quality) is 203.2 hours.

Within the Basic Subjects and Sciences students undertake 12 weeks/student in Animal Husbandry Extramural Study (AHMS), to be completed before the start of year 3. During years 3 to 5 students must undertake a total of 26 weeks/student (975 hours) of Clinical Extramural Study (cEMS) which is designated as EPT (Elective Practical Training), in the areas of Production animals (clinical), Companion animals (clinical), and VPH (including FSQ). Students also undertake 6 weeks of tracking rotations (225 hours of Core Clinical Teaching) in areas of their clinical interest. This means that in total there are an additional 1200 hours of clinical experience which all students must undertake and according to each student's areas of interest will be allocated in differing proportions to Production animals (clinical), Companion animals (clinical), or VPH (including FSQ).

Moreover, the VEE offers 22 options for Elective tracking rotations focusing on Clinical Sciences in companion animals (including equine and exotic pets), Clinical Sciences in food-producing animals (including Animal Production and Herd Health Management), and Veterinary Public Health (including Food Safety and Quality), from which students must select their top five priority options, from which they will be allocated to three options. A six-week period of compulsory electives by each student is mandatory, divided into three 2-week tracking rotations.

The Curriculum hours taken by each student are presented in Table 3.1.2. included in the Appendices to the SER, in which certain information is missing. For example, in the Basic Subjects, no hours are allocated to Medical Physics and Chemistry (inorganic and organic sections) and the number of hours allocated to some other topics, including Toxicology, Infectious diseases and Epidemiology, is very low. It is important to note that the strand system is promoting an integrated approach of the different disciplines, and the VEE explained that the hours reported represent estimates on the basis of disaggregation of an integrated curriculum. It is acknowledged by the VEE that, in attempting to disaggregate the curriculum, some key curricular areas have been underreported.

Moreover, the introduction of the spiral curriculum was associated with a drastic reduction in teaching hours, especially lectures, with the aim of increasing an active self-study attitude of the students under close supervision of the academic staff. Some teaching hours have been replaced by an increase in online activities and personal work. The synchronous face-to-face teaching activities are actually very efficiently completed by an excellent e-learning environment based on the Moodle software (see area 5), called LEARN. This provides students with numerous documents and interactive activities (assignments, quizzes, etc) under the supervision of the

academic staff, which is trained to use Moodle. Students also benefit from activities in the Libraries and in the Clinical Skills Center.

For these reasons, Table 3.1.2, as provided in the Appendices, does not allow a good representation of the teaching hours allocated to the different subjects. However, several pieces of information regarding the teaching methods, can be calculated or derived from the global breakdown of the teaching methods over the 5 years (see also next table).

| | A | B | C | D | E | F | G | H | J |
|-------|-------|------|-------|-------|-------|------|-----|-----|--------|
| Total | 704.8 | 96.4 | 251.1 | 301.8 | 530.1 | 1086 | 975 | 525 | 4470.2 |

A: lectures; B: seminars; C: supervised self-learning; D: laboratory and desk-based work, E: non-clinical animal work; F: clinical animal work; G: EPT; H: others; J: total

The number of total teaching weeks for each student is not mentioned in the SER. It is provided on the VEE's website, and it ranges between 35 weeks (Y1 and Y2) and 46 weeks (Y3 to 5). By calculation and on average, the number of weekly face-to-face teaching hours is around 20h $[(J-C)/208 \text{ weeks}]$, leaving an important part of the student workload for self-study aiming at fulfilling the learning outcomes.

According to the Bologna system, the total student workload for a whole 5-year curriculum (300 ECTS, 25-30h per ECTS) is between 7500h and 9000h. Thus, the portion of time allocated by the VEE to self/personal learning is between 40.4% $(100 \cdot (7500-J)/7500)$ and 50.3% $(100 \cdot (9000-J)/9000)$ of the total student workload.

Among the overall face-to-face teaching methods, the majority are clinical activities (25.7%). The EPT represents 21.8% of the students' teaching hours $(100 \cdot G/J)$.

| Face-to-face teaching methods during the whole curriculum | | | Learning activities among the total student workload | | | |
|---|---|---|--|---|--|---|
| Passive teaching methods $100 \cdot (A+B)/(J-C)$ | Active non-clinical teaching methods $100 \cdot (D+E)/(J-C)$ | Intramural Clinical Activities $100 \cdot F/(J-C)$ | Passive attendance to lectures and seminars $100 \cdot (A+B)/J$ | Practical Activities $100 \cdot (D+E)/J$ | Clinical Activities + EPT $100 \cdot (F+G)/J$ | Self directed learning $100 \cdot C/J$ |
| 18.9% | 19.7% | 25,7% | 17.9% | 18.6% | 46.1% | 5.6% |

- 4-years Graduate Accelerated BVetMed course

Among the curricula offered by the VEE, the Graduate Accelerated BVetMed (GAB) is designed for students already holding a degree in Biological Sciences, after a minimum of two years. The duration of GAB is 4 years.

In their first year at the VEE, GAB students will be organised in small groups and receive training in areas with which they had less contact in their previous degree (e.g. Anatomy and Necropsy). The VEE recognizes that the GAB students that join the VEE have a higher prior experience of learning in animal-related domains, which justifies the slight differences in some teaching areas experienced by the GAB students, who experience a reduction of approximately 45 hours of non-

clinical animal work and of 8 hours of clinical animal work (which correspond to less than 10% and 1% of the 5-year BVetMed total, respectively). Otherwise, the GAB curriculum is organised with the same approach as the 5-year BVetMed.

- Curriculum management

The BVetMed curriculum is managed by a CMC and is subject to institutional quality assurance (QA) processes, which are managed through the Teaching Quality Committee. Besides Professors, CMC includes as members students from each year of the courses and academic staff and seeks feedback from several sources (students, external examiners, recent graduates, employers) aiming to identify areas requiring further improvement. The curriculum is subjected to an annual review process, by the Course Director, Unit leader and others involved in teaching, to identify potential overlaps, redundancies, omissions or inconsistencies. Based on the information collected, Year Leaders prepare an Annual Quality Improvement Report (AQIR) for their year of responsibility, followed by the preparation of a programme AQIR for the Course Director. All programmes are evaluated by the Annual Quality Improvement Group (AQIG), a subgroup of the TQC. The TQC maintains a rolling action plan that incorporates outcomes from AQIGs' work and feedback, outlining a process for integrating these insights into the CMCs. Besides these annual reviews, substantial reviews of the BVetMed curriculum are undertaken every 6 years.

3.1.1.2. Analysis of the findings/Comments

- 5-years BVetMed course

The new curriculum is an impressive change from the previous one, where the number of teaching hours in the first two years and the number of lectures were significantly higher. Together with the evolution in teaching methods, the spiral curriculum is very efficient for the construction of professional competences. It can be considered "at risk" if the underpinning discipline-oriented knowledge acquisition is not closely and systematically supervised. This risk is identified by the VEE and several tools have been put in place to prevent it:

- the use of a curriculum-mapping software (Liftupp replaced by Sofia) allows a deep analysis of the curriculum and prevention of potential gaps;
- during their self-study activities, the students are not left on their own but are closely supported by teachers and tutors;
- the outcome assessment is complete, well defined and organised, not only for the knowledge, but also for the skills and attitudes.

Thus, the pedagogical alignment forms a cohesive framework in favour of a competency-based education.

The inclusion in the curriculum of 'non-system' strands dedicated to Veterinary Public Health and to "Principles of Veterinary Practice" is commendable. The high number of hours allocated to research is also commendable.

The size of the student group is low enough to ensure a very good interactive atmosphere during the group teaching sessions. To achieve such a result, teaching hours are often spread over 50 weeks, holiday and EMS periods being spread among the group. Such a system is for the students benefit but leads teachers to repeat sessions many times over a long period of the year.

Albeit these are strongly positive aspects, some information on curriculum hours taken by the students in the different disciplines/subjects listed by the EU directive are not provided in Table 3.1.2, but will be revised in the corrected SER. Additionally, the number of total hours allocated to rotation preparation, OSCEs, EPT, assessment, electives etc., is inserted in the Clinical Sciences in food-producing animals part of the Table, artificially unbalancing the

distribution of hours between the different areas (Basic Subjects and Sciences 671h, Clinical Sciences in companion animals 337.5h, Clinical Sciences in food-producing animals 3,261.1h, Veterinary Public Health 201.2h).

- 4-years Graduate Accelerated BVetMed course

The duration of the GAB curriculum is only 4 years. However, there are several points that allow this course to be considered compatible with the EU directive:

- the VEE established a precise and positive list of degrees which are considered as equivalent to the first year of the 5-year curriculum;
- if an applicant holds a different degree, the dossier is closely evaluated on case-to-case basis before allowing the participation to the admission process;
- the admission process for GAB is very well defined, displayed on the VEE's website and designed in order to guarantee that the required knowledge, attitudes and skills are covered;
- the first year of the GAB curriculum is designed in order to fill potential gaps;
- the competency-based education at the VEE guarantees that the Day-one competences are met whatever the curriculum;
- the GAB curriculum has existed for many years, is not specific to RVC and has already been accepted by ESEVT as being in line with the EU directive and the SOP.

3.1.1.3. Suggestions for improvement

The VEE should adapt its calculation methods to the spiral curriculum and carefully revise, while correcting its SER, the curriculum hours presented in Table 3.1.2 as being taken by each student.

3.1.1.4. Decision

The VEE is partially compliant with Standard 3.1.1. because certain information on curriculum hours taken by the students is missing in Table 3.1.2.

3.1.2. Basic Sciences

3.1.2.1. Findings

The Basic Subjects and Sciences cover a total of 671 hours as set out in Table 3.1.2. in SER Appendices. In the Basic Subjects, no hours are allocated to Medical Physics and Chemistry (inorganic and organic sections) and, generally speaking, the number of hours devoted to Basic Subjects is very low (total around 37h). In some disciplines of Basic Sciences, the total number of teaching hours is presented in Table 3.1.2. is very low: biochemistry (14h), pharmacology (24h), toxicology (2.3h), epidemiology (2.3h). The hours dedicated to Microbiology, in particular to the practical teaching of Microbiology (both Clinical Microbiology and Food Microbiology) were found to be low.

The learning objectives are very well defined for all topics and are transmitted to students. As previously mentioned, student learning is promoted through numerous e-learning interactive activities.

Anatomy teaching is based on several types of practical classes, including: dissection practicals using fixed, fresh or frozen/thawed specimens; point-to-point practicals, based on prepared material, skeletons, prosected cadaver material (both fresh and fixed in 7% formalin), laminated images and models; integrated and applied anatomy tutorials, for three groups of 6 students, in a station rotation model, with one station with a live animal and the others with tasks focusing on clinical scenarios. During the dissection periods, the concentration of formalin in the Anatomy Laboratory environment is frequently measured, and records show that usually the

results are between 0.05 and 0.1 ppm, which is below the recommended maximum (0.3 ppm for long exposures).

The dissections are based on cadavers and material of animal origin provided by approved sources (commercial abattoirs and farms), and by donations from clients of the VEE's hospitals whose animals have died under treatment. Both fresh and embalmed specimens are used for student dissection, and 3D digital models of specimens are available. The number of whole animals and isolated parts used in practical anatomical training (Table 5.1.1.) has been maintained throughout the last three academic years, with the exception for exotic pets and others (rats, foxes). All cadavers are stored either refrigerated at 4°C or frozen at -20°C.

The size of the pathology rotation groups is of 6-7 students, allowing students to contact seven companion animals during their rotation. The number of companion animal necropsies / n° of students graduating annually is below the ESEVT minimal values (-0,297).

Necropsy teaching is based on cadavers from companion animals provided by the VEE's hospitals or external commercial veterinary practices, and includes forensic cases. Production animal cadavers are from farms near the VEE. Necropsy teaching on production animals includes a directed dissection on a piglet and chicken cadaver rejected by local abattoirs/processors (performed by each intramural rotation student) and cow necropsies (performed during core farm rotations), with students also performing cadaver inspections during abattoir visits. Rabbit necropsies are performed on wild rabbits after pre-recorded and directed learning sessions, sourced from local pest control operators.

The structure of rotations focuses on the balance between species, the procedures undertaken by students and the clinical experience of the staff.

3.1.2.2. Analysis of the findings/Comments

The reasons for very low numbers of hours in certain subjects have already been explained in Standard 3.1.1.

Due to the artificially created problems with Table 3.1.2, some disciplines in Basic Subjects and Basic Sciences present a suboptimal total number of teaching hours.

Moreover, even if the number of discipline-oriented teaching hours is difficult to calculate due to the strands system, some subjects are only skimmed over, prioritising their clinical applications over more fundamental aspects with partial knowledge. This applies especially to toxicology and epidemiology and, to a lesser extent, to pharmacology.

The number of cadavers and of material of animal origin used in practical anatomical training is adequate, being largely based on cadavers from poultry and rabbits. The exposure of the students to cadavers during necropsy is fair.

Necropsy teaching mostly occurs during the pathology rotations, after receiving preparatory induction training based on explanatory videos focusing on multiple species and watching a live narrated necropsy performed by a technician. Afterwards students, organized in smaller groups, will lead and perform supervised diagnostic necropsies, and also necropsies on piglets, chicken and rabbits.

Adapting its calculation methods to the peculiarities of the spiral curriculum and strand-oriented teaching, the VEE is in process of revising (see 3.1.1) all numbers in Table 3.1.2, as a corrective measure of the SER. Teaching allocated to practical training (non-clinical), as well as to Medical Physics and Chemistry (inorganic and organic sections) are to be highlighted.

3.1.2.3. Suggestions for improvement

The VEE is suggested to present the number of hours allocated to the majority of subjects in a way that best reflects the real amount of supervised time spent by students to acquire knowledge on those. It is suggested to increase the number of whole ruminants used in practical anatomical

training. To preserve the health of staff and students, the VEE is encouraged to use any other appropriate embalming method (e.g. zinc chloride or concentrated saline solution) as an alternative to formalin.

3.1.2.4. Decision

The VEE is compliant with Standard 3.1.2.

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

3.1.3.1. Findings

Before the clinical rotations, students undertake multiple clinically based exercises including animal handling. Furthermore, the students are trained to do clinical examinations on healthy animals. The VEE has a well-equipped clinical skills laboratory with mannequins, simulators and virtual reality devices.

The clinical curriculum of the 3rd and 4th year includes multiple seminars with the aim of improving the students' clinical reasoning.

The practical clinical training is carried out in year 4 and 5 with rotations under teaching staff supervision. The total duration is of 22 weeks, of which 16 in small animal and equine are undertaken at the VTH.

The students are divided into rotation groups with a typical group size of 7-8 students under the supervision of a clinician or interns, residents and nurses. The students are actively involved in the initial consultation, investigation, management and discharging under supervision.

The students have lectures as e-learning in relation to exotics and finalize these with a quiz. During their rotation period, they undergo to a one-week rotation in the exotic clinic.

Years 4 and 5 have elective tracking, where they must choose three tracks of those offered on small animals, equine ambulatory practice, mixed cattle and sheep practice, mixed farm animal practice, poultry-focused practice, British quality pigs practice, veterinary public health, shelter medicine, zoo practice.

The VEE works together with external partners to provide sufficient caseload and practical hands on training for the students. The teaching is delivered by external partners but there are always VEE staff and/or post-graduate students involved in the teaching. A senior member of the VEE's staff is responsible for overseeing the teaching but is not always delivering the teaching.

3.1.3.2. Analysis of the findings/Comments

The VEE has a well-organized clinical rotation system in place. The students practice animal handling, already from the first year which provides them with an early good hands-on training. The time spent in the small animal, equine and exotic clinics is adequate, ensuring the acquisition of D1C by the students.

3.1.3.3. Suggestions for improvement

None

3.1.3.4 Decision

The VEE is compliant with standard 3.1.3.

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

3.1.4.1. Findings

Students enrolled in BVetMed are currently following two curricula, the students from the old one graduating in 2025, while those from the new one will be graduating in 2026.

The BVetMed curriculum is designed to provide students with all the aspects of veterinary professional knowledge and skills, meanwhile complying with the requirements of accrediting bodies. The curriculum is projected to fulfil aims, objectives and learning outcomes. Moreover, it is based on the concept of “strands”; some of those are system others are ‘non-system’ strands. All aims, learning outcomes and strands are about overall veterinary medicine; those are clearly stated and described within the SER and Programme Specification, available online on the VEEs site; some are more linked to food-producing animals (e.g. the non-system strands as Population Medicine and Veterinary Public Health, and Animal Husbandry).

A complete presentation of BVetMed teaching is available through the Virtual Learning Environment (VLE)(LEARN <https://learn.rvc.ac.uk/>). Through this, it is possible to access a list of teaching activities along with their learning outcomes and adapted teaching materials (such as slides and reading materials). This is available for every year of studies.

In addition, the VEE is in the process of “re-mapping” its curriculum. The curriculum map will list all curricular learning outcomes and will link these to individual teaching events and further to strands and course-level outcomes linked to competences.

Teaching related to food-producing animals is included in the subjects listed in Table 3.1.2. The total number of hours taken by each student is 3,261.1 (as provided by the VEE in the corrected SER, table 3.1.2.).

Students must attend a rotation period with a total duration of 6-weeks, and they can select elective disciplines among a list with several options (Table 3.1.3). Among the list of potential rotations, disciplines related to food-producing animals are adequately represented within the two types named Herd Health Management and Farm Animal.

A small number of hours (total 17 hours) can be taken by the students in the field of Clinical Sciences in food-producing animals (Table 3.1.4) during the elective’s last 5 days. There are limited opportunities for elective study demonstrated in Table 3.1.5.

3.1.4.2. Analysis of the findings/Comments

Hours reported in Table 3.1.2. (Curriculum hours taken by each student) for Clinical Sciences in food-producing animals (including Animal Production and Herd Health Management) are sometimes low (e.g. Infectious diseases) and with decimals (e.g. Diagnostic imaging), due to the BVetMed course being delivered as an integrated curriculum. Much of the pre-clinical and clinical classroom-based teaching is delivered in System-based strands. Within such strands teaching is often delivered in a single, timed session that would incorporate many of the descriptors given in Table 3.1.2. For instance, a single lecture on coughing in dogs could incorporate aspects of “medicine”, “infectious diseases”, “preventive medicine” (vaccination), “diagnostic imaging”, “therapy in common companion animals” and also potentially mention at least one zoonosis. The figures given in Table 3.1.2. are approximate allocations of time based on estimates of the amount of time dedicated to each different topic that is covered; hence fractions of lectures could be allocated when only a part of a lecture was dedicated to the subject in question.

For all the subjects in Table 3.1.2, section Clinical Sciences in food-producing animals (including Animal Production and Herd Health Management), hours dedicated to non-clinical and clinical animal work are prevailing, about five-fold, compared to the other types of activities (lectures + seminars + supervised self-learning + laboratory and desk-based work). This highlights an adequate level of practical non-clinical and clinical work for the students.

Also, the ESEVT indicators related to food-producing animals (I9, I11, I12, I13, I15, I17) are higher than the minimal values.

3.1.4.3. Suggestions for improvement

It is suggested to revise Table 3.1.2. (Curriculum hours taken by each student) to accurately show hours allocated in each of the subjects regarding Clinical Sciences in food-producing animals (including Animal Production and Herd Health Management) (see 3.1.1.).

The VEE should continue increasing the number of optional courses in the field of Clinical Sciences in food-producing animals.

3.1.4.4. Decision

The VEE is compliant with Standard 3.1.4.

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

3.1.5.1. Findings

From September 2021 onwards (academic year 2021/2022) 21 teaching hours were added to the curriculum, thus the total number FSQ and VPH hours became 217.5 hours, of which 47.5 hours of clinical rotations.

The VEE has been involved in the development of an online virtual abattoir for teaching FSQ and VPH using real footage from UK commercial, high throughput abattoirs. This tool has been endorsed by the RCVS and has been used for teaching of FSQ and VPH during the pandemic given the restricted access to abattoirs during the period. This way, the VEE was able to address the Major Deficiency identified during the FV of 2018, whilst maintaining the highly regarded pedagogical approach of the VEE.

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

Throughout the remainder of the gross pathology rotation week the relevance of pathological findings to VPH is emphasised. Additionally, one day of the Synergy Farm Animal rotation is spent visiting an abattoir (Bristol University abattoir). At this abattoir the students are taught by teachers from Bristol University VEE in close collaboration with the RVC VEE academic staff. In particular, if students have special needs for support, this is given by RVC VEE academic staff. In addition, one day of the Shelter Medicine rotation is spent using the virtual abattoir followed by a facilitated discussion. Each of these experiences is undertaken in group sizes of between 7 and 15 students with one or two members of teaching staff accompanying the students.

Ante-mortem inspection is taught didactically to year 4 students via lectures and small group teaching. Post-mortem inspection is taught didactically in the same year of studies via lectures and then small group teaching. Poultry is taught in year 4 via didactic lectures as well as the virtual abattoir and chicken post-mortem practical in year 5. Horse slaughter and welfare are discussed in Year 4, as well as deer slaughter (lectures and the virtual abattoir). Rabbit slaughter and post-mortem disease, fish slaughter and welfare are covered and also two lectures on risk management and HACCP given by the competent authority (FSA) are presented to students in year 4.

In year 5, in the preparatory week of core rotation block B, students undertake practical ante mortem inspection on a live animal and also post-mortem examination on actual carcasses onsite at Humphreys and further at Langford. Sheep are covered as above, along with all red meat.

Game is covered in designated game lectures and a directed on-line learning in the Year 5 VPH block week. A meat inspection tutorial is run in year 5 which includes the post-mortem inspection practical previously discussed. There is also a HACCP seminar in small groups in year 5 on rotations. In the new curriculum this has been increased into a 4-hour risk analysis session including auditing with two hours designated to HACCP and introducing the HACCP group assignment to the students.

At Humphreys abattoir, students undertake a HACCP seminar where they have to contextualise HACCP in relation to animal processing in an abattoir and further processing (sausage) facility. Students also learn HACCP at the Langford abattoir.

The students are taught food hygiene of processed foods through digital learning interaction (DLI) – processing hygiene safety and fitness and suitability of foods. There is a focus on the 4C's (cleaning, cooking, chilling, contamination). In food technology lectures on shelf life, common processing, fermentation, faulty processing and risks are given. Students are taught food technology through DLI – sausage production, canning, novel processing measures, while seafood safety the focus is on associated with seafood consumption. For milk there are lectures and DLI's on pasteurisation, hazards involved. For eggs in a food system there are DLI on risks and management of the egg production system.

3.1.5.2. Analysis of the findings/Comments

The revision of the BVetMed curriculum has been an opportunity to review, expand and revise the VPH teaching. A greater proportion of teaching has been moved later in the course compared to how it was previously delivered, which meant that the reported annual numbers were lower. The number of VPH hours including FSQ training given were 181, while the hours of extramural training VPH including FSQ were 41.

The net effect of the VEE's curricular change, once the whole new curriculum has been implemented, is an increase in the curricular FSQ/VPH teaching. The total number of hours of FSQ/VPH teaching, delivered in the new curriculum will be 228 hours.

The VEE expects that the learning aims will only be achieved with significant self-directed study in addition to the timetabled teaching hours, however the VEE chose to report in the SER the timetabled teaching hours rather than the full expected study hours.

The teaching of inspection of live animals, food chain information and post mortem of carcasses and organs is supported by use of the virtual slaughterhouse. The teachers were very committed to helping the students complete this training and offering emotional support.

The food wet labs on chemistry and microbiology are currently limited to cheese and milk, while the HACCP cases enable students to acquire knowledge on other foods such as meat sausages and vegan sausages, seafood, composite foods, as a compensation. Nevertheless, practical experience in applying microbiological process hygiene and criteria could add value to the veterinary training. Moreover, the extensive use of HACCP is to be commended.

3.1.5.3. Suggestions for improvement

The students would benefit from more extensive wet labs on food microbiology and chemistry with several different foods such as meat products (sausages, cured meats), fish and fish products, applying relevant microbiological criteria for end products and process hygiene.

3.1.5.4. Decision

The VEE is compliant with standard 3.1.5.

3.1.6. Professional Knowledge

3.1.6.1. Findings

Professional Knowledge includes several subjects. Information literacy and data management account for 24.3 hours, professional ethics and communication for 91.8 hours, animal health economics and practice management for 30.5 hours, veterinary legislation including official controls and regulatory veterinary services, forensic veterinary medicine and legislation for 38 hours.

The curriculum based on strands has a specific strand called “Principles of Veterinary Practice” which includes Professional Knowledge and focuses on professional skills.

Resilience and self-care, the human-animal bond, professionalism and the profession, ethics, communication and team working are the main topics. Scientific writing skills are also part of the student acquisition.

3.1.6.2. Analysis of the findings/Comments

The requirements for Professional Knowledge laid down in the D1C are adequately covered by the curriculum. The soft skills of the students are regularly assessed.

3.1.6.3. Suggestions for improvement

None

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 competency-based and designed so that it meets the objectives set for it, including the intended learning outcomes. The qualification resulting from a programme must be clearly specified and communicated and must refer to the correct level of the national qualifications framework for higher education and, consequently, to the Framework for Qualifications of the European Higher Education Area.

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

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

3.2.1. Findings

The publicly available Programme Specification for the BVetMed communicates the course aims and objectives as well as the programme level outcomes and makes explicit the level 7 of the award within the national qualification framework.

The BVetMed programme is competency-based, and achievement of learning outcomes is confirmed through assessment. Results of assessments, and relevant comments made by external examiners overseeing those assessments, are provided for consideration by Annual Quality Improvement Groups (AQIGs).

An Annual Quality Improvement cycle takes place every year except when full Periodic Review of the courses takes place (every 6 years) or when a major accreditation visit occurs. The Annual Quality Improvement process reviews all gathered data pertinent to each year of the BVetMed. Annual Quality Improvement Reports prepared for each year of the course are considered at an AQIG meeting, and actions for the following academic year are decided. The Undergraduate Medicine CMC is responsible for undertaking the actions and monitoring their implementation. The CMC oversees the management of the BVetMed degree. It includes students from each year as well as members of the academic staff. It gathers information from various sources, including students, external examiners, recent graduates, and employers of recent graduates, to help

inform the course management process. In case areas that need development are identified, the CMC decides the appropriate actions, in line with available resources, and to devise and monitor the delivery of an action plan.

Curriculum revision has been ongoing since 2018, informed by external stakeholders such as RCVS, EAEVE, AAVMC's Competency-Based Veterinary Education group, recent graduates, employers of recent graduates, members of academic staff and current students. The process has been managed by the Curriculum Review Steering Group and its sub-groups. Its proposals were handled in the CMC. The new changes include e.g. introduction of 'reflect and review' weeks for students, a longitudinal portfolio to keep a record of their achievements, greater use of blended-learning approaches and improved focus on scholarship, evidence-based medicine and professional skills. Based on feedback from recent graduates and current students, greater emphasis has recently been placed on teaching on exotic species and dentistry, and an institution-wide feedback policy has been developed.

The programme learning outcomes include that graduates should engage in life-long learning and self-reflection to improve overall competence. One of the stated objectives of the programme is "to provide a learning environment that embeds a desire for life-long learning." The VEE provided several examples in the SER of how their course structure prepares students for self-learning and lifelong learning, e.g., through an intentional mixture of teaching and learning methods that gradually require more independent learning skills from the students and encouraging students to reflect on their recent learning experiences to plan their approach to subsequent activities. In addition to the current pre-rotation skills assessment, the rotation structure of the new curriculum will require students to reflect on their experience of each rotation and placement. This will prepare them for transition into the RCVS Veterinary Graduate Development Programme, which expects new graduates to be able to identify their own learning needs and undertake lifelong learning following graduation.

3.2.2. Analysis of the findings/Comments

The BVetMed study programme is competency-based and designed to meet the objectives set for it. Achievement of learning outcomes is confirmed through assessment.

The qualification resulting from the programme is clearly specified and communicated and refers to the correct level of the qualification frameworks.

The VEE has an Annual Quality Improvement cycle, which takes place every year except when full Periodic Review of the courses takes place or when a major accreditation visit occurs. The Undergraduate Medicine CMC oversees the management of the BVetMed degree, including the curriculum revision. Students are involved in all these processes.

The programme learning outcomes explicitly include that graduates should engage in life-long learning and self-reflection to improve overall competence. The VEE provides examples of how it encourages and prepares students for self-learning and 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

One of the stated objectives of the BVetMed programme is to ensure that the requirements of the VEE's accrediting bodies are met. This includes the requirement that students have achieved Day One Competences by graduation. Effective alignment of activities within the BVetMed programme is ensured through mapping the strand level outcomes to the Programme Outcomes. The Programme Outcomes have been mapped to relevant accreditors' competency frameworks. The VEE has a long tradition in curriculum mapping and the new advanced software (Sofia) will e.g., make links between individual session learning outcomes, programme level outcomes and One Day Competences clear, and help to identify redundancy, duplication and omission of learning outcomes.

All individual units of study have explicit statements of objectives and learning outcomes which are accessible for staff and students. The curriculum is managed by the Undergraduate Medicine CMC, and this central management ensures that it is balanced, cohesive and integrated. These objectives and outcomes are made accessible and clear to students through the virtual learning environment. In the case of lectures, the intended outcomes are usually reiterated at the start of each lecture. A wide variety of methods of teaching and assessment is employed to ensure that each student has achieved the requisite level of skill.

Review of outcomes and objectives is part of the Annual Quality Improvement Review process, undertaken under the direction of the TQC. This process ensures that the course outcomes remain relevant, adequate and are effectively achieved. Examples of recent learning outcomes revisions were provided.

3.3.2. Analysis of the findings/Comments

The programme learning outcomes ensure the effective alignment of the content, teaching, learning and assessment activities of the BVetMed programme to form a cohesive framework.

The programme outcomes have been mapped to relevant accreditors' competency frameworks. The current curriculum mapping software allows linking individual session learning outcomes, programme level outcomes and Day One Competences. The objectives and outcomes are made accessible through the virtual learning environment.

The Undergraduate Medicine CMC is responsible for ensuring that the curriculum is cohesive. Review of outcomes and objectives is part of the Annual Quality Improvement Review process, undertaken under the direction of the TQC to ensure that the course outcomes remain relevant, adequate and are effectively achieved.

3.3.3. Suggestions for improvement

None

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 Academic Board is the highest academic committee. The two main committees, LTAC and TQC independently report to the Academic Board on matters related to teaching, learning and assessment. The formal committee structure includes effective student representation. The VEE's Academic Committee Handbook includes details of its academic committees.

LTAC directs the VEE's activities in teaching, learning and assessment. Institutional decisions regarding pedagogy, course design, delivery methods and assessment methods are made through it. TQC oversees the relevant QA processes, including Annual Quality Improvement Reporting process and periodic reviews. Feedback gathered from various stakeholders is considered and responded to through TQC processes, such as AQIG meetings.

The CMC is responsible for the overall management of the BVetMed (and BVSc) curriculum and meets three times a year. It reports and responds to both LTAC and TQC. Significant changes to the courses are decided at the CMC. These are communicated to affected staff and students through relevant channels, including Year leaders, student representatives, and various electronic means of communication (e-mail, VLE, the VEE's App and course announcements on the VEE's virtual learning environment). Year leaders have termly meetings with students and interact more frequently with nominated student representatives from each yeargroup. Nominated student representatives raise issues at the CMC and convey back the decisions to other students. Important information, e.g., on assessments regarding a year-group, can be communicated and recorded in a lecture setting and subsequently made available through the virtual learning environment.

The periodic reviews every 6 years are a mandatory part of education and are described in more detail in Standard 1.4. Their objectives include, e.g., to confirm the relevance of the programme and the continuing high quality of learning opportunities, and to consider the programme team's proposals and plans for the development of the programme.

Staff training needs can be addressed in various ways. All new members of academic staff (with rare exceptions of experienced staff or research-only staff) are expected to undertake the VEE's Postgraduate Certificate in Veterinary Education. New training needs that affect many teaching staff may be addressed through staff In-Service Education and Training Days usually run twice a year. Training needs may also be identified for or by individual staff. Specific training can be included as an objective in staff appraisals. Training can be provided within the VEE or accessed elsewhere. Consideration of identified staff training needs is part of the Annual Quality Improvement process.

3.4.2. Analysis of the findings/Comments

The VEE has a formally constituted committee structure, which includes effective student representation, to oversee and manage the curriculum and its delivery. The reporting lines are clear. Two main committees independently report to the Academic Board on matters related to teaching, learning and assessment; LTAC is responsible for pedagogical matters and TQC assures the quality and standard of courses. Significant changes to the courses are decided at the CMC and various channels are used for communication on significant changes to relevant staff and students.

The periodic in-depth reviews of the curriculum are performed every 6 years and aim to confirm continuous improvement of the programme.

Consideration of staff needs is part of the Annual Quality Improvement process.

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

EPT is divided into two key stages: Animal Husbandry Extramural Study (AHEMS) and Clinical Extramural Study (cEMS).

Students must complete AHEMS before entering the final three years of the program, while both AHEMS and cEMS must be finished before graduation to meet the requirements of the RCVS. Specifically, students are required to complete 12 weeks of AHEMS before beginning their third year and 26 weeks of cEMS throughout years three, four, and five.

All cEMS placements take place in veterinary practices. Some placements may occur in research facilities, veterinary public health settings, or government institutions. Every cEMS placement must be conducted under the direct supervision of a qualified veterinarian or a team of veterinarians.

The EMS program is overseen by four designated academic staff members alongside a dedicated administrative team that manages student placements.

Students receive comprehensive guidance on cEMS from the cEMS co-directors, with resources available through the VEE's Virtual Learning Environment (VLE). They are responsible for arranging their own placements, adhering to the guidelines set by the VEE. Before beginning an EPT, students must provide detailed information about it. Additionally, health and safety requirements and appropriate insurance coverage must be confirmed by the EPT provider and verified by Academic Registry staff.

3.5.2. Analysis of the findings/Comments

The EPT in all fields of activities complements the teaching and training in several disciplines at the VEE, strengthens the day one skills and increases the student competences.

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 UK does not have a single, formal national Veterinary Practice Standard. However, all veterinary surgeons practicing in the country are subject to the legal and disciplinary regulations set by the RCVS.

Before the EPT begins, EPT providers receive a letter of agreement outlining the responsibilities of the practice and the student. As part of the agreement, the practice appoints a veterinarian as the student's mentor. This mentor is responsible for supervising the student's work and providing feedback on the student's performance.

To verify attendance and assess student performance, the EPT provider must complete a standardised online assessment form. This form must be submitted to the VEE for the EPT to be counted toward the RCVS and VEE's EMS requirements. EPT mentors are encouraged to review their feedback with the student at the end of the placement, although time constraints may sometimes make this difficult. All completed feedback forms are sent to the student's personal tutor. If the feedback is positive, the tutor will pass it on to the student. However, if concerns are raised, the student will receive more detailed feedback.

The EMS team maintains a database of EPT providers, and students are encouraged to leave feedback about their experiences. In the event of a problem, an EPT may be flagged to inform future students or suspended, where significant concerns are identified, such as health and safety risks.

Four academic staff members are responsible for overseeing the AHEMS and cEMS programs—two designated as AHEMS co-directors and two as cEMS co-directors. These individuals have overall responsibility for supervising their respective programs and can directly communicate with EPT providers when necessary.

3.6.2. Analysis of the findings/Comments

The VEE has in place a very structured monitoring of the EPT which allows relevant feedback to both students and providers and ensures the acquisition of expected skills by the students.

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

At the beginning of their EPT, students must meet with their assigned mentor to settle their objectives based on their existing experience and the areas where they wish to develop.

Students have access to an online platform (currently Folium), where they complete a 'pre-rotation skills assessment.' This allows them to assess their strengths and weaknesses and define their individual learning needs. Their tutor must approve this assessment. After each EPT, students can reflect on the skills they have acquired and consider improvements for future experiences.

In the future, the VEE will be moving to a longitudinal portfolio system using PebblePad. This new platform will function as a virtual logbook. Students will be required to submit reflections for each EMS EPT they undertake.

If students encounter any problems with their EPT, they can report those to their tutor or directly to the EMS office. In the event of urgent issues arising during EPT, the students have an emergency contact number for the VEE.

3.7.2. Analysis of the findings/Comments

Students have a large choice of EPT activities and benefit from an appropriate follow-up. They have to take responsibility for the content and are able to monitor their progress by using the Folium system and gradually replacing it by PebblePad.

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 VEE's facilities are located on three campuses; the Camden Campus in central London, the Hawkshead Campus in rural Hertfordshire, which has the Boltons Park Farm Campus approximately one kilometre away, linked by both footpath and road. The VEE also utilises a number of off-campus teaching facilities for Core Clinical Training (CCT) and Elective Practical Training (EPT).

The Camden Campus consists of The Hobday Building, containing among others the main

reception, faculty, staff and students' services areas, student room, cafeteria, gym facilities and Students' Union offices. Furthermore, the building encloses lecture theatres and small group teaching rooms as well as laboratories and dissection facilities.

The Beaumont Sainsbury Animal Hospital (BSAH) is also located at the Campen Campus. This is a small animal primary care practice hospital also containing exotics service. Furthermore, the Campus also includes the London Bioscience Innovation Centre and 83 en-suite study bedrooms (currently refurbished).

The Hawkshead Campus accommodates the last three years of the BVetMed programme. The Residential and Recreational area contains the Student Village, the Advice Centre, conference facility, Hawkshead Campus (student social facilities), a Sports and Wellbeing Centre and outdoor sports facilities. The student learning centre has three lecture theatres, and multiple different study rooms, all with internet access. The VEE provides a secure IT environment.

Additionally, the Hawkshead Campus encompasses the teaching and administrative area, research and clinical facilities. Both the Queen Mother Hospital for Animals (QMHA) and the RVC Equine, which encompasses an 8.2 FTE vet primary care equine practice, and the Equine Referral Hospital (ERH) are located at Hawkshead Campus.

The Boltons Park Farm consists of 200 hectares of mainly grazing grass, along with 14 hectares of wildlife stewardship plots and 20 hectares of ancient mixed woodland along with the younger woods more recently planted. The Farm has 85 Holstein Friesian milking cows, 600 sheep and 115 hens.

The VEE has a clear strategy and programme for maintaining and upgrading its buildings and equipment.

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

Students with special needs will be helped by the Learning & Wellbeing Directorate. The VEE has anticipatory duty to plan for students' accessibility needs, whether permanent or temporary, and the new buildings are designed to help students with limited mobility.

4.1.2. Analysis of the findings/Comments

The very high range of excellent facilities, tailored to the students' needs is commendable.

The range and quality of the learning resources and the use of information technology is praiseworthy.

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 contains 11 lecture halls, seating from 40 to 450 people. Besides, there are numerous

rooms for group work at the different Campuses. On campus personal storage spaces for students have recently been expanded and updated, with 320 additional lockers provided in the Student Learning Centre (SLC) and 625 large lockers in Hawkshead Boot Room, available for use by students in BVetMed Years 3-5.

Both Campuses provide study space with access to power sockets and high-density Wi-Fi. The VEE has gym facilities, sports and a Wellbeing centre.

Restaurant facilities are provided on both sites from Monday to Friday. The opening hours are from 7:30 – 17:00 and out of hours vending facilities are available 24/7.

Both Campuses are equipped with offices to house all teaching and support staff.

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

There are student facilities for students on-call, who need to be close to the clinical facilities, in case the students are unable to easily attend the clinical facilities within 10-15 minutes.

4.2.2. Analysis of the findings/Comments

The VEE has, on both campuses, well functional lecture halls which are well equipped and well-maintained. All students benefit of purpose-tailored, adequate spaces. Offices and laboratories for staff work are adequate in numbers and set-up to support research and teaching.

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

Animals available for teaching or research are housed in a number of locations across the VEE, including Camden campus Beaumont Sainsbury Animal Hospital (BSAH), Boltons Park Farm, the BSUs, and as inpatients in the VEE's hospitals.

In winter months, cattle at Bolton Parks Farm are housed in open yard barns and the sheep are kept at pasture except at key times (e.g. lambing).

The BSAH has separate dog, cat, small mammal, reptile, ferret and isolation wards. In total the number of hospitalisation places for dogs are 191, cats 83 and other species 19.

The Hawkshead Campus contains clinical facilities, The QMHA, the RVC Equine and the Equine Referral Hospital (ERH). The ERH has surgical and internal medicine facilities alongside a diagnostic imaging suite and accommodation for clinical cases, including intensive care and separate isolation facilities.

The equine stabling at Hawkshead encompasses 25 large-sized boxes including 4 boxes designated for horses undergoing nuclear scintigraphy, 6 Intensive Care Unit (ICU) boxes, one of which is specifically designed for neurologically compromised patients with a padded wall and

a hoist, 1 mare and foal stable and 2 isolation boxes in a separate isolation building. The number of hospitalisation places for horses is 33 of those 4 horse stables are reserved for small ruminants and camelids.

The QMHA has a range of kennelling across its different service locations. The VEE plans 2 bird cages and 2 vivaria for exotic species.

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

All the clinical facilities have an extensive equipment list to support the work at the different hospitals both in relation to a referral hospital and as a primary care hospital.

The VEE has contracted teaching arrangements with two slaughterhouse facilities. Both abattoirs slaughter cattle, sheep and pigs. Furthermore, one also slaughters water buffalo. At both facilities the students undertake dissection and necropsy inspection as well as a HACCP discussion.

During one of the rotations students have access to one foodstuff processing unit, which provides the students to be involved in meat and composite production.

The VEE has an Environmental Sustainability Policy.

4.3.2. Analysis of the findings/Comments

The facilities for the animals are well-maintained and sufficient in numbers.

The VEE has an extensive equipment list which supports the hospitals in their daily work for all purposes.

4.3.3. Suggestions for improvement

None

4.3.4. Decision

The VEE is compliant with Standard 4.3.

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 small animal clinical facilities are opened 24/7. The BSAH provides first opinion services for small animals and exotics. The students work together with veterinary surgeons and support staff.

The VEE's ERH and ambulatory practice also function 24/7 all year round. Each student follows a patient from admission to discharge. The students work together with all members of the

Equine team.

The teaching in the Farm animal rotation is delivered by a teaching partner which has out-of-hours service during these times. The teaching partners are included based on their caseload, reputation and staffing. The students spend approximately 60% of the farm rotation undertaking practical teaching including clinical examination, treatment, disbudding and castrations.

The patients contribute directly or indirectly to the education of the students, who are fully integrated into the clinical work. The clinical records are accessible for the students. The students work together with the nursing team to provide “hands-on” care to the hospitalized patients.

4.4.2. Analysis of the findings/Comments

The arrangement with external partners in relation to farm animals provides the students with a good insight into the daily work of farm animal practice. The 24/7 activity of the clinical teaching facilities for companion animals and equine provide the students with a continuous flow of clinical cases and also with an insight of the “real life” veterinary profession.

The way the VEE organizes its students’ clinical training ensures the acquisition of D1C in the most efficient manner.

4.4.3. Suggestions for improvement

None

4.4.4. Decision

The VEE is compliant with Standard 4.4.

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

The VEE’s Clinical Skills Centre contains mannequins, simulators and virtual reality devices in two large teaching spaces. Resources include, among others, a colic simulation model, equine vascular access simulator and suturing pads. Apart from timetabled classes, the students can “drop-in”. The laboratories are maintained by a trained team of 6 persons. The VEE has a virtual learning platform which includes skills sheets, videos and infographics. The CSC also provides facilities for basic clinical pathology procedures.

The students spend one week in radiology during the rotation in the QMHA. This also includes CT and MRI.

Laboratory facilities include biochemistry, haematology and MALDI-TOF analysers. In addition, the QMHA and BSAH have in-house laboratory facilities that allow students to perform cytological preparations. These include blood smears, dermatological scrapes, fluid cytology, fine needle and bone marrow aspirates.

The students spend one week with clinical pathology. During that rotation they have access to microscopes, for studying selected cases. The practical classroom is equipped with 60 individual microscopes.

During anaesthesia rotation the students are involved from pre-medication to recovery of the patients. During the surgical rotations, the students have full access to facilities relating to the surgical patient. They will scrub-in to surgeries and assist with the procedures as appropriate.

Hands-on training for abdominal surgery in production animals is provided through cadaver and model-based teaching sessions. Students with an interest in animal production can get more hands-on training by taking the farm-based tracking rotation.

The VEE offers an equine ambulatory service to local owners. This is an 8.2 FTE (full time equivalent) veterinary practice. The vehicle is fully equipped as needed in an ambulatory primary care practice. The vehicles have sufficient room for students.

During the rotation, the students write prescriptions for hospitalized patients. They do not have access to dispensaries, as these are restricted areas.

The Necropsy hall is equipped with high quality imaging and audio-visual equipment. The students attend the necropsy hall during their clinical intramural rotations in gross pathology, where they perform necropsy and sampling for diagnosis.

The soft skills training is taught through the VEE's e-learning VLE platform in well-equipped computer rooms. The students attend timetabled in-person sessions facilitated by trained faculty members.

4.5.2. Analysis of the findings/Comments

The set-up, the management and continuous enthusiastic monitoring of the clinical skills centre is commendable. Further, all the facilities provided by the VEE serve the purpose of adequately training the veterinary students as professionals.

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 VEE maintains appropriate isolation facilities in each of its clinical centres, except one. These facilities are operated and managed under strict biosecurity guidelines and protocols in accordance with the VEE's Infection Control and Biosecurity Committee requirements. Protocols relating to biosecurity are displayed at relevant places at the VEE. These protocols are also available via VLE. The students are involved case by case and they are re-briefed on the procedures in the different isolation protocols.

The RSCPA Emergency Foster Cat Shelter had a well-functioning isolation. All cats were placed in their own cages with independent ventilation systems and isolated for 2 weeks. Cleaning was carried out according to a strict schedule.

At the BSAH, the isolation consisted of 3 rooms, where one room contained 3 cages. The other two rooms were single cages. The entrance to the isolation was through a laundry room, where the area for changing clothes was delineated with yellow stripes.

The cages function as isolation for several species of small animals and exotics.

There were no drains in the floor in two of the rooms, so that cleaning was accomplished by mopping the floors and wiping the walls of the cages. The cages were not individual (i.e., a pair of swans was kept there) and shared a common airspace.

4.6.2. Analysis of the findings/Comments

The staff and support staff are well aware of the biosecurity procedures and teach students to comply with the rules at all working positions.

The RSCPA Emergency Foster Cat Shelter should be commended for their handling of the isolation unit.

The BSAH isolation unit is sub-optimally set up and used, due to difficulties in cleaning of the walls and the floor, and also the use of the same ventilation system for the cages.

4.6.3. Suggestions for improvement

The BSAH isolation needs renovation to follow the standards. The VEE is suggested to delineate the following: a) Separate changing rooms, b) Separate entrance to the isolation unit, c) Separate boxes with separate and adequate ventilation, d) Drainage at floor level, for adequate cleaning of floor and cages.

4.6.4. Decision

The VEE is partially compliant with Standard 4.6. because of suboptimal separation of clean and dirty areas and the suboptimal possibilities for cleaning the isolation unit in Beaumont Sainsbury Animal Hospital.

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

The core farm animal rotation teaching is delivered using a range of farms serviced by VEE's farm animal partner, Synergy Farm Health based in Dorset. The practice has a broad client base of production animals (dairy cows, sheep, beef, pig and poultry). The students are spending four weeks in the rotation in which they receive training and competency in the farm animal practice Day One Competences and are also exposed to the ambulatory clinic activities.

4.7.2. Analysis of the findings/Comments

The facilities at VEE's farm animal partner provide the students with relevant training in farm animal veterinary medicine.

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

When travelling between or from animal or clinical centres staff and students apply appropriate

standardized biosecurity measures compliant with the national standards.

The VEE owns 5 vehicles in case students do not have their own cars for travelling to farm animal practice. All licence requirements should be met.

The ambulatory services hold vehicles, which all are regularly serviced and exchanged on a rotating basis to achieve the highest functional status.

The transportation of live animals between campuses is undertaken by a member of the farm or Biological Services Unit (BSU) team, using a VEE vehicle with a livestock box. Only licensed handlers are used for the transport of animals to be sent away for sale or slaughter. The drivers are instructed to strictly follow the adequate biosecurity rules.

Animal cadavers referred from external practices are transported to the necropsy room at the Hawkshead Campus by using licensed commercial couriers.

4.8.2. Analysis of the findings/Comments

The VEE benefits of a well-developed system of transportation of students, as well as of animals and all materials needed for training, in agreement with national and EU standards.

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 for the delivery and the implementation of biosecurity, e.g. by a specific committee structure. The VEE must have a system of QA to monitor and assure clinical, laboratory and farm services, including regular monitoring of the feedback from students, staff and clients.

4.9.1. Findings

Policies relating to safety are agreed routinely at VEE's Safety Committee. These are reviewed regularly and posted on the VEE's VLE. All communications are made in English and students must demonstrate sufficient English proficiency.

Changing facilities with adequate biosecurity are available at both the Boltons Park Farm Campus and the Necropsy Hall. Furthermore, clinical changing rooms are available on the Hawkshead Campus, which also strictly follow biosecurity rules.

Clinical waste and all laboratory waste resulting from diagnostic testing is treated according to European Waste Catalogue (EuWC). The wastewater is handled by Thames Water Utilities, by agreement (Consent to the discharge of trade effluent), according to the law (Water Industry act 1991, Water act 2003, Environment Protection Act 1990, Environment Act 1995, Pollution prevention act 1999).

The VEE's Diagnostic Labs adhere to independently assessed, accredited QA schemes to cover each sub-service. The hospitals have clinical quality assurance processes and each hospital reports into a clinical governance group. The group has an overview of policies, processes, standard operating procedures, and patient safety (also see Area 1).

The students received surveys last Friday of each rotation with the possibility to submit open comments. Feedback from staff is provided annually.

4.9.2. Analysis of the findings/Comments

The VEE demonstrates a clear biosecurity policy, and the students are introduced very early to biosecurity.

4.9.3. Suggestions for improvement

None

4.9.4. Decision

The VEE is compliant with Standard 4.9.

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

The strategy to provide animal resources and teaching material of animal origin is based on collection from both VEE owned facilities and external partnerships. The VEE has developed a detailed programme (RVC Educational Memorial Programme) for inviting owners to donate pet cadavers for teaching and research purposes.

The Clinical Research Ethical Review Board (CRERB) is a sub-committee of the Ethics and Welfare Committee (EWC). CRERB oversees and approves the activities regarding the collection and use of animals, cadavers, and materials of animal origin for teaching purposes. Document 5.1a reports the CRERB composition. The detailed composition of the CRERB is as follows:

- The Chair - who will be an academic member of staff and will oversee all aspects of the work of the CRERB subcommittee.
- The Deputy Chair - who will be an academic member of staff and will oversee all aspects of the work of the CRERB subcommittee when the Chair is unavailable.
- Internal lay panel member of staff
- Undergraduate and postgraduate student representatives
- 12 academic members of staff nominated for their expertise in the broad range of species and research areas covered by applications to the CRERB. New members will be appointed as required based on their expertise.
- External lay member (rotates between Ethics and Welfare Committee and subcommittees on an annual basis).
- The College Chaplain and Secretary and Clerk are in attendance at meetings.

There are at least two lay members. The lay members, student representatives and academic members will advise, review and critique new clinical research ethics applications and amendments requests. In addition, they will receive update and completion reports from approved clinical research projects. The effective advisory quorum for CRERB is 40% of the current membership which must include the Chair (or a prior nominated designate). The quorum shall be made up of those attending in person, by telephone or such other electronic or virtual means in which all participants may communicate simultaneously with all other participants.

All members present at meetings are allowed to vote on proposals and votes are equivalent. External government bodies and institutions are in charge of evaluating the use and welfare of live animals farmed and used for teaching purposes at the VEE (Standard 4.1).

Regarding the welfare of clinical patients at the VEE: in the UK, welfare of hospitalised animals falls under the Veterinary Surgeons Act which is administered by the RCVS. All vets and nurses practising in the UK have to abide by the RCVS Code of Conduct which requires them to act in the best interest of the welfare of animals under their care. All the veterinary surgeons and veterinary nurses employed at the VEE hospitals are registered with the RCVS and work within this Code. The welfare of hospitalised animals within the VEE also falls under the purview of the RCVS Practice Standards Scheme and all hospitals within the VEE are accredited by the RCVS. All the main species of domestic animals are represented for the Standard 5.1, Animal resources and teaching material of animal origin (Tables from 5.1.1 to 5.1.8).

In Table 5.1.2, sheep and goats are also listed among the species "Others". The same for pigs and poultry. There is no repetition of the number of animals with the number of animals under "Others" being additional to the numbers under "Small Ruminants", "Pigs" & "Poultry & Rabbits". The animals listed under "Others" are from a range of species at City Farm visits (sheep, cattle, goat, pig, poultry); they are listed separately under "Others" as the records provided by the City Farm are not split by the mix or number of each species seen on these visits.

Some systems ("Vet-IT", "RxWorks", "Clinical Records Information System/CRIS", "Smartflowsheet") are described in Standard 5.4 and used at the different hospitals and premises. Those systems are used for regular recording of data. Later, all the data recorded by those individual systems are collected at central level, i.e. the Finance team, to be analysed as raw data and, consequently, ESEVT indicators.

Additional policies of the referral hospital in place (i.e. the QMHA Patient Welfare Toolkit) help the staff to discuss the welfare of the sickest patients, euthanasia, death of animals with the clients.

Deficiencies in relation to the delivery of rotations are reported by rotation leaders via an Annual Quality Improvement Report submitted to the Rotations Director and TQC. Concerns regarding deficiencies are raised through the Course Management Committee as part of the teaching quality assurance process with actions taken as necessary. Deficiencies in the clinical environments or clinical caseload data are reviewed bimonthly at the Clinical Operations Group meeting so any trends can be identified promptly and actions taken as necessary.

5.1.2. Analysis of the findings/Comments

Although the number of patients for food-producing animals seen intramurally is low as indicated in Table 5.1.3, this number benefits of compensation and is addressed by the high number of patients seen extra-murally (Table 5.1.4.).

The use of the QMHA Animal Welfare Toolkit is commendable.

5.1.3. Suggestions for improvement

None.

5.1.4. Decision

The VEE is compliant with Standard 5.1.

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

To provide adequate practical training to the students, the VEE has a consolidated partnership with external partners. The training is organised in Core Clinical Rotations at external sites where students are supervised by both the academic staff and the partners' staff. The partnership is settled with an official agreement and teachers of external partners are specifically trained before starting the teaching activities for students.

5.2.2. Analysis of the findings/Comments

The list of partners is reported in the SER and in appendix (External rotations list and key details for ESEVT 2025 v0-3). Animals' species for each partner have been appended in the table.

Worthy of praise is the relationship with external partners, e.g. with the private companies Charles Humphreys & Sons Ltd and Synergy Farm Health Ltd. In the case of Synergy Farm Health Ltd, in addition to teaching, members from the VEE together with members from the private company collect data in the field and are co-authors of scientific publications based on such data.

5.2.3. Suggestions for improvement

None.

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

Nursing care skills are taught by qualified veterinary nurses. Since the first year of the curriculum, students are asked to handle animals of the most common livestock and companion species, but also some other uncommon ones, such as rabbits and lizards. Moreover, instruction videos are available at the website learn.rvc.ac.uk. The VEE tracks the progress of students while attaining those skills.

5.3.2. Analysis of the findings/Comments

During the different phases of achieving clinical skills, the average ratio of students to teachers is appropriate.

In addition to hands-on rotations, students can improve their skills by attending seminars, participating in collective discussions about clinical cases, and searching and presenting literature reviews.

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

Various systems are used to maintain all the records accessible to teaching staff and students

at the VEE. All hospital data are recorded in those software programmes. Data about extramural core rotations are recorded using the electronic record systems of the extramural practices.

5.4.2. Analysis of the findings/Comments

From its shelter partners, the VEE receives monthly caseload data. For its production farm animal rotations, data is derived from structured visits with contractually agreed caseload exposure per student. For all other off-site tracking rotations, education partners provide caseload reports to the VEE upon request. All of the above-mentioned data are collected in a single spreadsheet workbook by the VEE.

5.4.3. Suggestions for improvement

None.

5.4.4. Decision

The VEE is compliant with Standard 5.4.

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 provides access to state-of-the-art, comprehensive learning resources and professionally qualified staff able to offer guidance in support of teaching and student learning. There are ample opportunities to allow students to work on cadavers and mannequins and other models, before undertaking procedures on a living animal. For cattle, all students attend classes using a mannequin to practise rectal palpation techniques. There are classes where students practise: castration techniques on piglets and lambs using mannequins before applying any of these procedures on live animals, sutures on bovine uteruses derived from cadavers, podiatry on the feet of cadaver limbs from cattle. All students work with cadaver equine limbs to experience farriery techniques.

The VEE has a well-equipped and staffed Clinical Skills Centre (CSC) which allows performing numerous techniques on mannequins in advance of practising on live animals. Here students attend regular timetabled classes during year 3; numerous other opportunities to practise techniques throughout the clinical years of the course are available. Stations in the CSC include suturing pads, surgical instrument use, anaesthetic machines and circuits, placement of endotracheal tubes, setting up of fluid lines, catheter placement and bandaging.

All students do a rabbit neutering on a cadaver. Cadaver dogs and cats are very difficult to obtain due to ethical controls on these in the UK. However, there are a limited number available for students undertaking elective practical classes.

Every opportunity is taken to provide the possibility to work on a model before students work with a live animal. However, it is not always possible for students to use a model before doing every procedure for the first time. Where this does occur, for example with abdominal surgery, this is

always done under the direct supervision of a suitably qualified individual who will ensure the welfare of the animal will always be given priority. In these cases, the techniques and procedures will have been thoroughly covered in lectures and other didactic teaching. For routine procedures the students will have been trained beforehand on model dummies and mannequins.

6.1.2. Analysis of the findings/Comments

The resources at the VEE are state-of-the-art and available to support, theoretical and clinical training, research, and life-long learning. Both literature and database research are provided in an extensive manner to all students, staff and stakeholders, where and whenever needed. Thus, this area represents a commendable one, given the on-site information correlates with the SER. The implementation of the “never first on an animal” principle for clinical training appears wholehearted and motivated.

6.1.3. Suggestions for improvement

The ‘never the first time on a live animal’ concept is implemented extensively and should be further entrenched as the standard procedure in clinical training, with exceptions justified.

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

The Hawkshead Library provides 43 study spaces, including 8 in a silent study room, plus 3 single- occupancy compartments. In addition, the mixed-use open Student Learning Area has 71 spaces for computer use and group study and 17 spaces in the computer learning room. This space is equipped with a mix of desktop computers and docking stations with monitors for use with students’ personal devices and includes 5 bookable study booths with large AV presentation screens. There are also 5 bookable group study rooms with full audio-visual capabilities. The Camden Library provides 68 study spaces with a mixed-use IT area containing 118 spaces over two floors, many of which have either a desktop computer or a docking station with monitors which students can use to connect their personal devices. There are several types of study spaces within the library and in adjacent spaces in the Hobday Building. These include a silent study room, technology rich group study areas and social learning space. Over the last 5 years the VEE has increased social learning space by 100%, teaching space by 50% and recreational space by 80%.

The Digital Learning (DL) team leads on the VEE’s strategy for the digital learning infrastructure and on the use of virtual resources, digital tools and systems to support the Blended Learning

Strategy and data-informed student services. One example is the recording of lectures so that students can review them several times at their own pace. The novel system Sofia appears to be a digital twin of the curriculum that should help in the management of the veterinary programme. The Pebble pad should aid the students in the development of their professional skills. Lectures are made available for students after the lecture on the VLE. The VEE distinguishes between reading that is “required”, “recommended” and “for interest”. An effort is made to keep the required additional reading to a reasonable quantity.

6.2.2. Analysis of the findings/Comments

The libraries at Hawkshead and Camden campuses facilitate the student learning experience. Another very helpful feature is that the lectures are available for students on the VLE, except in rare and duly justified cases (i.e., sensitive topic and external lecturer).

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 libraries' collections include e-books (3,271, with 55,740 loans in 2023-24) and e-periodicals (8,492, with 399,503 accesses in 2023-24) and physical collections (approximately 36,000, with 3,780 loans in 2023-24). There is a resource discovery tool, which provides a user search interface for all electronic resources, including bibliographic databases. A student can search the book and periodical catalogues and the bibliographic databases via one user interface and apply various filters to narrow the results or to focus, for instance, only on periodical papers.

Almost all electronic resources are available to students and staff remotely while off campus, provided they have access to an internet connection and a web browser. Any limitations are because of licence agreements or technical considerations beyond the VEE's control. Off-campus remote access via the Library Catalogue search and discovery tool (<https://library.rvc.ac.uk>) uses the Open Athens authentication service. The VEE reported high levels of student satisfaction in the student barometer, although a limited fraction of the student cohort responded (20% response rate in recent years).

6.3.2. Analysis of the findings/Comments

The students have good access to learning resources. Impressive facilities and resources for students are available, the VEEs effort to update those continuously being commendable.

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

The VEE offers three routes that enable a student to qualify as a veterinary surgeon. The final three years are the same for all routes.

1) The five-year BVetMed programme is primarily designed for appropriately qualified high school leavers.

2) The Gateway programme is a foundation year programme for high school leavers, designed for UK applicants from non-traditional and disadvantaged backgrounds. Its entry requirements are lower than in the standard five-year entry and have additional contextual requirements. Successful completion of the Gateway programme allows automatic progression to the BVetMed programme, but students may also choose to complete their veterinary education at some other VEE in the UK (typically 1-2 students use this opportunity).

3) The four-year Graduate Accelerated BVetMed is specifically designed for graduates of a relevant biological science degree. These students complete an introductory graduate transition year, enabling them to join year three of the five-year programme upon completion. Students joining the BVetMed programme have an opportunity to intercalate, in other words ‘step off’ their programme for one year (usually between years two and three) to complete a BSc degree.

Additionally, the VEE offers a second veterinary degree programme as a joint degree with Aberystwyth University (Bachelor’s in Veterinary Science, BVSc). In this degree programme, the first two years are taught at Aberystwyth University and the final three years at the VEE. This programme was not included in the current ESEVT accreditation.

Admission information of the programmes is available on the VEE’s website and of the application process via the University and the College Admission Service (UCAS). The VEE’s website contains details of each educational programme, including learning outcomes, fees, financial information and entry requirements as well as relevant information for applicants on living conditions. This information is also published each year in the VEE’s Undergraduate Prospectus. North American applicants apply via the Veterinary Medical College Application Service (VMCAS), and information on the Graduate Accelerated programme is also provided there. Published information also includes guidance on how to fulfil the VEE’s non-academic selection criteria.

Policies and procedures related to the student lifecycle can be openly accessed through the VEE’s website, and registered students can access them through the VEE’s Virtual Learning Environment (VLE). The webpage “Academic Quality, Regulations & Procedures” contains the VEE’s academic policies, procedures, and regulations, including those used for assuring the quality and enhancement of the student learning experience. This area includes all pertinent information relating to the student journey. Progression is discussed in more detail under Standard 7.5.

Regarding certification, once the results of the final year exam board have been ratified and published, those students who have passed officially become graduands and are eligible to be

sworn in as members of the RCVS. The VEE conducts a swearing in ceremony at a graduation event twice a year. Alternatively, graduands can also be sworn in at an RCVS arranged ceremony. The VEE awards veterinary medicine degrees through the University of London and the physical degree certificates are produced by the University.

The VEE's provision of information to applicants satisfies UK guidelines and the requirements of the Competition and Markets Authority.

7.1.2. Analysis of the findings/Comments

In relation to enrolment, the VEE provides accurate and complete information regarding the educational programme for prospective national and international students. The VEE's website and the Prospectus are the main sources of information on the programme in this sense. The VEE's "Academic Quality, Regulations & Procedures" webpage includes comprehensive information on the student life cycle, including progression. The VEE awards degrees through the University of London.

The VEE has formal collaboration with Aberystwyth University.

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

During the past three academic years (2023/24 and back), the number of new Standard students (= home fee status) has varied 111-138 (mean 121) and Full fee students (= overseas fee status) 174-197 (mean 184). In total, an average of 305 students were admitted by the VEE annually.

During the same years, the number of graduated veterinary students has varied 171-192 (mean 178) for Standard students and 97-120 (mean 102) for Full fee students. In total, an average of 280 students graduated annually.

Numbers of veterinary undergraduate students registered at the VEE for each study year were given separately for 5-year BVetMed, Accelerated BVetMed and BVetMed via Gateway.

Of veterinary students that graduated in 2024, 76% graduated in due time, 15% within 1 year delay, 7% with 2 years' delay and 3% with 3 years or more delay. Delays most commonly occur in years 1 and 2 when students are adapting to higher education delivery and assessment.

The number of student places is determined by evaluating the educational resources available (e.g. facilities, availability of animal material and clinical cases), considering animal welfare and biosecurity. The VEE undertakes detailed financial modelling to determine the most effective means of delivering the curriculum and maintaining the learning environments. The VEE's student numbers planning group meets several times a year to consider current numbers and rates of progression alongside teaching resources to ensure optimal delivery for students. This group makes plans across a 5-year cycle.

7.2.2. Analysis of the findings/Comments

The numbers given for student admission, progression and graduation are given and do not indicate any major problems. The VEE has a student number planning group to consider student numbers, rates of progression alongside the educational resources available. Financial

modelling is used as a tool. The VEE provided detailed information on the identified reasons for delayed graduation and the supportive measures available. The VEE is not anticipating major changes in the student numbers over the next three-year period.

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 VEE's Admissions Policy is available on the website. The same admissions procedure is used for national and international students. The Admissions Policy is developed in compliance with relevant UK legislation, informed by sector best practice. It outlines the VEE's admissions principles and procedures and provides information on the appeal and complaint system. It is reviewed each year.

Admission is overseen by the Recruitment and Admissions Committee (RAC), which comprises senior academic administrators, faculty, and specialist professional staff. It meets four times a year, and statistics on the progression through the application cycle are monitored at each meeting, enrolment data and targets at least once a year. All entry requirements as well as any changes to them are considered and approved by RAC. RAC is a sub-committee of the strategic level LTAC, which must approve the changes to the policy, and LTAC can request amendments of the policy prior to approval. LTAC reports to the Academic Board and any substantial changes to the Admissions Policy are discussed and approved there.

Details for the 5-year BVetMed programme, Veterinary Gateway Programme and the BVetMed Graduate Accelerated programme are available on the website. The VEE does not accept transfer students from other VEEs onto its programmes.

The VEE's student body is entirely composed of subsidised UK students, and international students from outside the UK. The VEE is committed to increasing diversity. According to the VEE's Access and Participation Plan, the admission process ensures that places are offered to an increasingly diverse range of students. This includes their socioeconomic and ethnic backgrounds and pre-university educational experiences.

Guidance for applicants on the assessment process is available on the website. Applicants applying through VMCAS are considered using North American entry requirements, including specific prerequisites. Any enquiries from potential applicants who are concerned about their ability to complete the degree due to a disability are referred to the VEE's Disability Officer and are signposted to the RCVS Day One Competences and disability guidance.

All students must demonstrate proficiency in English during the application process. If they do not have the proficiency at the point of application, it is a condition of their offer to obtain it. If they do not achieve the required standard they are not permitted to enrol.

All applicants are first screened for completion of a supplementary form, which includes a question set by the VEE and scored against a set matrix. The questions are designed to get insight into the applicant's self-reflection ability, self-awareness, resilience, and how they believe they will fit into the profession. The following step is scoring of work experience requirements and academic requirements. Students' scores of the supplementary form are combined with their academic/Widening Participation points to determine selection for interview. A holistic approach allows compensation between requirements and helps diversity the interview pool.

Face-to-face multiple mini-interviews are an essential part of the selection process. The VEE develops these based on feedback from both interviewers and interviewees. The relationship between performance at each interview station and success on the course is monitored. This data and proposed changes to interview stations or weighting of the scoring is discussed at TQC and RAC. Recent examples include focusing on self-reflection and resilience as well as greater emphasis on communication skills and on performance in the group task. To make this system as fair as possible for underrepresented students, the VEE offers bespoke interventions to target groups to help prepare them prior to interviews as well as travel cost reimbursement to UK-based applicants in receipt of Free School Meals. The number of interview places is reviewed on an annual basis, based on previous cohort behaviour and conversion rates. The cut-off score for invitation to interview is determined annually. Interviews are conducted annually in the UK, North America and Asia. The interview format is the same regardless of location.

Staff across the VEE helps with student interviews. They are required to undertake bi-annual training in equality and diversity and annual training in data protection. A specific training video is available for new staff and refresher training for experienced interviewers. When significant changes are made in the process, all interviewers are trained accordingly. All staff directly involved in admissions decisions undertake training offered by UK ENIC and UK Council for International Student Affairs (UKCISA), e.g., on qualifications and education in non-UK countries, visa and immigration matters, fraud and deception, fees and funding and unconscious bias.

Applicants with disabilities and/or long-term health conditions are approached according to UK law and RCVS-issued guidance and are assessed against published criteria. The Admissions Policy outlines the processes, including how to request consideration of mitigating circumstances and/or reasonable adjustments. Where concerns arise regarding a disability that would prevent the student from graduating/practising, they will be referred to the VEE's Occupational Health provider for assessment and guidance. Upon invitation to interview, applicants are asked whether they have any special requirements, and e.g., extra reading time can be provided in case of dyslexia. All offers to receive a place are made subject to clearance by the VEE's Occupational Health provider, and the Advice Centre and Disability Officer are consulted prior to making an offer when relevant. RCVS policies on fitness to practise are highlighted to all offer holders and they are encouraged to read these and contact the Admissions Office if they feel they need to disclose any further information.

The number of student places is determined by evaluating the educational resources available (e.g. facilities, availability of animal material and clinical cases), considering animal welfare and biosecurity. The VEE undertakes detailed financial modelling to determine the most effective means of delivering the curriculum and maintaining the learning environments. The student numbers planning group sets the targets for recruitment of students to the VEE's all courses (undergraduate and postgraduate) and reports to the CEC. It focuses on financial and resource planning, ensuring that the university is recruiting and admitting students in line with the resources that are available. The group meets several times a year to consider current numbers and rates of progression alongside teaching resources to ensure optimal delivery for students and makes plans across a 5-year cycle.

7.3.2. Analysis of the findings/Comments

The selection criteria are clearly defined, consistent and defensible, aim to be free of discrimination or bias and consider the fact that students are admitted with a view to their entry to the veterinary profession in due course. The VEE regularly reviews and reflects on the selection processes to ensure they are appropriate for students to complete the programme successfully. Adequate training, including periodic refresher training, is provided for those involved in the selection process to ensure applicants are evaluated fairly and consistently.

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 VEE has clear policies and procedures for applicants with disabilities, and these are described under Standard 7.3. Examination and Assessment Regulations set out how the VEE supports students with disabilities through the identification and implementation of reasonable adjustments during study. Examples of various adjustments were given in the SER. These included, e.g. use of assistive technology, modifications in access to lecture materials or Objective Structured Clinical Examination (OSCE) assessments, and physical accessibility. Dedicated support for neurodivergent students is provided in the Clinical Skills Centre.

The VEE offers a free dyslexia screening service for students and funding for full assessment of students whose screening indicates that they may have an undiagnosed learning difference.

Opportunities to disclose a disability during their course also include tasks during the extramural studies and rotations. The Examinations Office advises students with disabilities on Special Examination Arrangements, and students are also informed about available support during their induction activities and during Welcome Week talks by the VEE's Advice Centre.

Any student disclosing a disability is contacted by the Advice Centre and invited to make an appointment with our Disability Adviser. The Disability Adviser will then complete a Reasonable Adjustments Form (RAF). The RAF sets out the recommended reasonable adjustments that should be made for a student. Advice may also be sought from academic colleagues about course competence standards to help determine suitable reasonable adjustments. Through the Student Performance and Development (SPD) procedure, Senior Tutors, Academics and the Advice Centre staff may meet with students to discuss and agree to reasonable adjustments specific to the clinical environment. Any information from Occupational Health/ Health and Safety will also be considered. Where reasonable adjustments cannot be identified or implemented due to professional requirements, cases may be escalated to the Fitness to Practise procedure for additional consideration.

The Advice Centre supports eligible students to apply for the Disabled Students Allowance (DSA), which can provide a range of further specialist support. The VEE also funds a package of specialist support for disabled students not eligible for DSA, such as international students. This includes specialist mentoring and/or study skills support, assistive technology and allowances for photocopying and printing. Students who may require continuous residency or

accommodation close to the campuses due to a disability are given priority for the VEE's accommodation.

The VEE aims to identify any barriers or gaps in the provision of services through feedback and working with students with disabilities.

7.4.2. Analysis of the findings/Comments

The VEE has clear policies and procedures on how applicants with disabilities or illnesses are considered and how reasonable adjustments can be identified and implemented to accommodate them in the programme. Where reasonable adjustments cannot be identified or implemented due to professional requirements, cases may be escalated to the Fitness to Practise procedure for additional consideration.

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

Several committees are responsible for monitoring student progression from an academic and student support point of view, and these groups create and monitor actions to improve student progression. These committees include CMCs, LTAC, TQC and Student Development Committee. LTAC, TQC and Student Development Committee report to the Academic Board.

The VEE's Assessment and Award Regulations set out the basis for academic progression. These are available for the students on the cohort's Learn page. Decisions on progression are ratified at exam boards. Student progression for each year and for the overall course is reported in the Annual Quality Improvement Reports. The progression rates for 2023/24 for Gateway and Graduate Accelerated was 91%, for years 1 and 2 it was 86% and for years 3-5 it varied between 96% and 98%.

Students who are not successful on their first attempt are invited to meet with their personal tutor or senior tutor and are signposted to relevant support to remediate any identified areas of difficulty. They may also be invited to a Student Performance and Development meeting. The VEE's supportive Student Performance and Development procedure is inclusive and non-judgemental in nature and aims to manage issues that impede students' academic or professional achievement. A student who is unsuccessful at a second attempt at a progression assessment will usually be required to withdraw from the BVetMed course. They can appeal if they feel there has been a procedural error or they have been disadvantaged due to personal circumstances. The student must provide a written presentation on the case and attend an appeal hearing. The appeal panel is not only considering if the student was disadvantaged compared to their peers, but also whether they have the health/support and academic ability to successfully complete the course.

A student's inability to progress is often due to multifaceted reasons, including issues with physical or mental health, financial difficulties and insufficient engagement. A range of services is available to support students in these issues to find agreed ways for the student to continue or to interrupt until ready to fully re-engage with student life and study. Data on support service usage is reported annually through the VEE's committee structure. Any emerging themes or trends are discussed to identify the need and consequently, request additional resources. Student feedback is collected on services through feedback forms, surveys and student panels. Survey data allows benchmarking with services in national and international Higher Education Institutions.

Student representatives are included in all committees where services to students are reviewed. Reports, student feedback and resource discussions are available to all staff and students through the minutes of committee meetings. Minutes of Student Development Committee and Academic Board meetings are available on the VLE.

The VEE monitors the attrition rate and in case the attrition rate regarding students with a certain admission route would increase, the student numbers planning group could modify the admission numbers. In practice, the attrition rate has been relatively consistent.

7.5.2. Analysis of the findings/Comments

The basis for decisions on progression, including academic progression and professional fitness to practice, is explicit and readily available for the students. The VEE provides evidence that it has mechanisms in place to identify and provide remediation and appropriate support (including withdrawal from studies) to students who are not performing adequately. The VEE monitors student progression and attrition rates. Key factors contributing to stalled progress include challenges related to physical or mental health, financial hardship, and minimal overall engagement. The VEE has mechanisms in place to respond and amend student support or modify the admission rates 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

Students enrolling at the VEE sign up to the Charter that sets out expectations around behaviour. They also sign up to a student contract, which includes specific information and examples of student misconduct and its consequences. Reasons for excluding a student from the programme include failure to meet a progression standard and academic misconduct. The VEE has a Student Academic Misconduct Procedure which is available on the website. The Student Resolution and Compliance (SRC) Team compiles the case evidence and appoints a decision maker. If academic misconduct is proven, the sanction is applied using the Academic Misconduct Penalty System.

In case a veterinary student is proven with an intent to deceive, the Student Academic Misconduct Procedure determines that the case is automatically referred to a Senior Tutor. Actions are considered based on the Fitness to Practice considerations, under the Professional

Requirements Procedure, and the student's enrolment in the study programme may be terminated. Other cases of misconduct are considered under the Student Misconduct Procedure, and sanctions are based on the level of infringement. In serious cases the student can be suspended and/or withdrawn from the studies.

The Appeals Procedure, the Student Appeals Request Form and a video explaining the procedure are available on the website for students who wish to appeal to a decision made on their progression, assessment or award. The cases where the Appeals Procedure can and cannot be used are defined. An appeal will only progress if it is based on sufficient evidence. The SRC Team will review and assess the appeal submission.

Student Complaints and Resolution Procedure is used in cases where the actions or inactions of the VEE or external staff or other VEE provisions for student learning are claimed to have resulted in student's underperformance. Following a thorough review of the case, the appeal panel will hold a hearing to which the student is invited. The panel will decide on the actions. Where an appeal is upheld, the panel will prescribe the compulsory conditions for the students to return to study. This may include e.g. retaking an examination, repeating the year in full or in part, or a requirement for confirmation from an Occupational Health physician on fitness to study.

Following any SRC process, students are provided with the opportunity to request an internal Final Formal Review. The review will only proceed if the Registrar/ Deputy Registrar is satisfied that the student has met the allowable grounds for review. The Final Formal Review Panel reviews the case and determines whether there is any doubt to be cast in the previous decision. If the review is justified or partially justified, the panel decides whether the previous decision stands or changes the outcome. Irrespective of the outcome, a Completion of Procedures Letter to the student signifies that the internal procedures have been exhausted and allows the student to advance their complaint for an external review with the Office of the Independent Adjudicator for Higher Education.

According to the Admission Policy, applicants cannot appeal against a decision not to offer them a place at the VEE. However, individual applicants may make a complaint if they believe that the Admissions Principles and Procedures have been inconsistently or incorrectly applied. The complaints procedure provides a mechanism for an objective review of the case.

The VEE's Academic Board monitors the numbers of appeals, complaints, final formal reviews and further submissions for an external review on an annual basis.

7.6.2. Analysis of the findings/Comments

Mechanisms for the exclusion of students from the programme are explicit. Exclusion may result from not meeting progression standards or academic misconduct. Students enrolling at the VEE sign up to a student contract, which includes specific information of student misconduct and its consequences. The VEE's policies for managing appeals and complaints against decisions, including admissions, academic and progression decisions and exclusion, are transparent and publicly available. Various official Procedures are applied based on the nature of the case.

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 Vice Principal for Students has the overall strategic responsibility for student support. Continuous development of student support services is included in the LTASE Strategy.

The VEE's comprehensive range of services to support the physical, emotional and welfare needs of students start already prior to their arrival at the VEE. The Directorate of Learning and Wellbeing oversees induction and welcome activities of new students. The induction programme includes e.g., a pre-arrival online module, a series of activities and workshops and an opportunity to find out about and sign up to clubs and societies. The Students' Union (SU) is collaborating closely in these activities not only during induction but throughout the academic year. Wednesday afternoons are usually teaching-free to allow students to participate in other kinds of activities. At both campuses, students have facilities for sports and other physical activities. The SU has recreational, social and office spaces on both campuses, including common rooms and student bars and arranges social events across the academic year.

The Advice Centre offers support related to mental health and wellbeing, counselling, disability support, financial advice, international student support and housing advice. It operates a 'duty adviser' model during office hours. The specialist advisers liaise with staff across the VEE. The Centre has relationships with local services to refer students to external specialist support when necessary. Students can e.g. be referred for specialist mentoring support as part of the VEE's 'Wellbeing Mentoring' programme.

The Study Skills team provides tailored support to help students study effectively. This includes embedded sessions within the curriculum, workshops, one-to-one support and 24/7 online support through Studiosity. 24/7 online support is available for all students also via Together all and the Feeling Good app. The Careers team helps students develop skills that will prepare them for the transition to work. In addition to one-to-one appointments and workshops there is an annual Careers Fair where students can meet employers and make professional connections. The VEE's Chaplain offers confidential, independent support and advice e.g. on personal matters, relationships, ethical decision-making to everyone, regardless of their religious belief. Each student is allocated a personal tutor both for the time at the Camden campus and at the Hawkshead Campus. Students likely to need extra support at the transition between campuses are assigned to a more experienced Hawkshead tutor. The pre-clinical and clinical tutor of each tutee can connect and discuss any support that the student might need. The Hawkshead tutors are mainly qualified vets and have 3-4 students per tutor. Tutor group meetings are scheduled at least twice per term as a group during the taught course and on an ad hoc individual basis during rotations. Students can contact their tutor at any time through in-person or online meetings. Tutors are usually the students' first point of contact if they encounter any kind of problems in their studies or personal life, or if they need any career advice. Guidance emails sent by Senior Tutors ahead of each timetabled tutorial assist them in these interactions.

New tutors are trained by the relevant senior tutor. They are also signposted to tutor training resources in the Staff Hub on the VEE's virtual learning environment. The Supporting Students Toolkit has been designed to offer a range of resources and support for students at the VEE. It includes key contacts, guidance on career conversations, procedures for missing students and

a new student tutor induction guide. It also helps to find resources on Occupational Health referrals, responding to disclosures of sexual violence, tutor training, the VEE's Report and Support, and the Student Performance and Development (SPD) process. The Supporting Students Toolkit is available to all staff. All tutors are reminded of these resources at least once a year. Through membership of the UK Advising and Tutoring Association (UKAT) the VEE tutors access a variety of resources, training and best practice. Based on survey feedback, students have a high level of satisfaction with this support and also tutors find this role rewarding.

The VEE's SPD process offers support for students with difficulties such as illness, injury or academic struggles through an opportunity to discuss the situation and its possible remediation with academic or support staff. Students can ask for an SPD meeting, or it may be suggested by academic or support staff. Established out-of-hours processes are also in place to manage any student welfare incidents. A member of the Advice Centre is available on call outside normal working hours.

Students can access support regarding illness issues from the Advice Centre and/or their tutor. Depending on the nature and length of the illness, students may be offered academic adjustments such as extensions or deferrals or may be invited to attend an SPD meeting to discuss their situation, explore the support available and agree to any actions that need to be taken. Students may also be referred to Occupational Health for additional input on reasonable adjustments or fitness to study matters where appropriate. Students are permitted up to 1 day of absence for a 1-week rotation, and up to 2 days of absence for a 2-week rotation for medical reasons/attendance at medical appointments.

The VEE's 'Creating a Safe and Respectful Community' working group has produced an action plan on proactive management and responding to issues related to bullying and harassment or sexual misconduct. The group includes student representation. Clear reporting mechanisms as well as emotional and practical support are available to any student reporting an issue, e.g., reporting under the VEE's Misconduct Procedures, reporting to the police. Students are informed through online consent workshops as part of the pre-arrival module, interactive workshops and through the VEE's website and Report and Support platform. Students also get information on support pathways that have been established for students who experience issues on placements, including bullying or harassment as part of the Principles of Veterinary Practice strand.

7.7.2. Analysis of the findings/Comments

The VEE's support for the physical, emotional and welfare needs of students is commendable. This includes learning support and various counselling services, career advice as well as mechanisms for dealing with illness, impairment and disability during the programme. Equality, diversity and legislation are embedded in the procedures. The VEE has mechanisms for the resolution of student grievances, such as bullying or harassment.

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

The VEE provides students with a range of mechanisms to express their views and engage in continual improvement of their training. The LTASE Strategy and the Student Voice Strategy are the main guidance documents in this sense. Within the student voice framework, students can express their views e.g., via surveys, representation and student panels. The Academic Quality Assurance and Enhancement Procedures have a specific document outlining Student Engagement in Quality Assurance and Enhancement. This document outlines the different committees that are tasked with receiving and responding to feedback. Each has their own specific remit.

Each year group of the BVetMed degree elects 2-4 student representatives who have frequent meetings with their Head of Year to ensure continuous dialogue between students and the teaching staff. They also represent their respective cohorts at the VEE's committees and report back on responses to discussions and surveys. The student representatives are trained for their roles both by the VEE and the SU.

In addition to surveys by the VEE, students engage with national and international surveys (International Barometer, National Students Survey), which allows benchmarking against other VEEs. The survey results are handled in the CMC, Student Development Committee, TQC and other relevant groups (including Annual Quality Improvement Groups), and each of them must prepare a response and action plan. These action plans are monitored by the relevant committee and outcomes are fed back via the student representatives and by VEE-wide communications (such as "You said...We did") and the institutional National Students Survey response.

Two 'rotation feedback evenings' per year allow students an opportunity to give feedback on their experience on core and elective rotations. The Rotation Directors are key persons in response to this feedback. Significant changes based on this feedback may be reported at the CMC, LTAC or Academic Board. Before students receive their grading for each rotation block, they are asked to comment on the rotation. This process is web-based and anonymous.

Students can complain about the courses or extracurricular experiences through their student year representatives, their tutors, through the SDC and student members of the committees. The VEE's Complaints and Resolution procedure can be used in case the student feels that the complaint has not been resolved through these avenues.

Regarding feedback on national and international legislation and the ESEVT Standards, students have an online anonymous feedback system that can be accessed at any time. A physical box is also available in the reception area at both campuses. The feedback is collated by the Academic Registry and distributed to relevant stakeholders.

7.8.2. Analysis of the findings/Comments

The VEE has various mechanisms allowing the students to provide their needs, complaints and suggestions to the VEE. Anonymous mechanisms are also available.

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 VEE approach to teaching, learning, and assessment is outlined in its Strategic Plan (2022-2026) and in the LTASE strategy, which points out the VEE focus on the use of diverse assessment techniques for different competences and complexity levels. Global responsibility for assessment lies with the Vice Principal for Learning, Teaching and Assessment, with operational management delegated to the Undergraduate Medicine Course Management Committee (CMC), strategic supervision to the Learning, Teaching and Assessment Committee (LTAC), and quality assurance to the Teaching Quality Committee (TQC).

The coherence of the Assessment regime is the responsibility of two Academic Directors of Assessment (supported by the Academic Registry and the Exams Office), one overseeing the taught components (Years 1-3) and the other overseeing the experiential learning/rotation phase (Years 4-5). The individual summative assessments within each year of the programme are of the responsibility of the Year Leaders and Exam Convenors, assisted by the academic staff.

A variety of assessment strategies are employed to evaluate students' progression on the various aspects of learning and acquisition of skills, namely on theoretical knowledge; scholarship, research and evidence-based medicine; pre-clinical practical skills (animal handling); clinical practical skills; communication skills; professional skills and attributes. Approaches used include examinations based on multiple-choice questions, problem-solving exercises, practical skill observations, oral examinations, and reflective assignments.

8.1.2. Analysis of the findings/Comments

The VEE has a well-defined responsibility strategy for organising its assessment process.

The VEE has a multi-layered assessment strategy, which aims to facilitate a cohesive learning progression and ensure students' readiness for professional practice upon graduation.

An example is the strategy used to progressively assess students' research capacity, evolving from a scientific essay to a topic report, and finally to a research report.

8.1.3. Suggestions for improvement

None.

8.1.4. Decision

The VEE is compliant with Standard 8.1.

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 VEE ensures that assessment tasks and grading criteria for each unit of study are clearly

defined, consistently applied, and made available to students well in advance of the assessment period. The General Regulations for Study and Award and the Assessment and Award Regulations are published on the VEE's website before the start of the academic year, providing detailed information on assessment tasks, grading criteria, the contribution of each element to the final mark, and progression requirements. These regulations, which are also explained to the students from each year, are approved by the LTAC, and are to be consistently followed by every student except in rare cases where there may be grounds for a Suspension of Regulations (for which approvals from the Academic Director of Assessment, Registrar and Vice Principal for Learning Teaching and Assessment are required).

Assessment outcomes are documented and anonymised in the Final Mark Spreadsheet, which is approved by the relevant Examination Board and published on the student records management system (SITS) at a pre-specified time. Students receive timely feedback on both formative and summative assessments, as outlined in the VEE's Policy and Guidance on Feedback to Taught Students. Feedback is designed to be constructive and developmental, helping students identify strengths and areas for improvement.

The VEE has implemented several methods aiming at identifying and supporting students with progression difficulties, either due to personal or academic issues, including, among others, the appointment of personal tutors, the VEE of a Student Resolution and Complaints team, the scheduling of Student Performance and Development meetings, a well-equipped Clinical Skills Centre for clinical skills development, and the availability Advice and Counselling services. The further use of the learning analytics features of the e-learning platform is in progress.

In cases of inadequate assessment, students are informed of their options, including resit opportunities and, where applicable, the possibility of transferring to alternative degree programs. The Appeals Procedure is clearly outlined and accessible to all students, allowing them to contest assessment outcomes in cases of extenuating circumstances.

8.2.2. Analysis of the findings/Comments

The structured approach to assessment, published on the VEE website before the start of the academic year, ensures that students are well-informed of assessment expectations, results, and support mechanisms throughout their academic journey.

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

Assessment design is in accordance with the established programme learning outcomes and in alignment with course-level and year-level learning outcomes, which cover a full range of professional knowledge, skills, competences, and attributes required for veterinary practice. Diverse assessment modalities are selected and applied to evaluate various cognitive skills and professional attributes, following frameworks like Bloom's taxonomy and Miller's pyramid. This approach facilitates the demonstration of progressively complex skills as students advance from

preclinical to clinical stages.

Assessment outcomes are formally reviewed during Examination Board meetings (especially if changes to the assessment impacted outcomes), in which action points may be proposed for discussion by the Undergraduate Medicine CMC. Annual quality assurance processes, including Strand Reviews and Annual Quality Improvement Reports, allow for reflection on assessment strategies and identification of areas for improvement. When changes are proposed, they are evaluated by Year Leaders, the Academic Director of Assessment, and the Assistant Registrar for Examinations and Assessment. Formal proposals are submitted to the Undergraduate Medicine CMC, which includes members from the Students' Union, discussed, and subsequently passed to the LTAC and Academic Board for ratification.

Assessment rules and procedures are displayed in the VEE website and fully communicated to students in timetabled sessions, including: one session for BVetMed students in the beginning of their 1st year; one session for GAB students in the beginning of their 1st year; two sessions for students in their third year, one of which covers assessment in the fourth year and beyond; and one session in the fourth year, in which the assessment process for intramural rotations is clarified. Changes to assessment are communicated, and major changes can only be implemented in the following academic year, although, if required, minor adjustments can be made 'within the year'.

In cases where more substantial changes are required, such as during a curriculum review, an Assessment Working Group may be set up to evaluate the new strategies, which may include educational development staff and experts from the LIVE Centre to address inclusivity and the needs of students with learning differences or neuro-divergence. All approved changes are communicated to academic staff and students.

8.3.2. Analysis of the findings/Comments

The VEE has a systematic process in place to review assessment outcomes and update assessment strategies as needed.

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

The assessment design is aligned with Learning Outcomes, which evolve as students' progress from preclinical to clinical phases. This alignment aims to ensure that the assessments accurately reflect the curriculum and are representative of the course, which is of special importance in an integrated curriculum structure without individual modular assessments.

To ensure comprehensive coverage of the curriculum, each assessment is blueprinted against the course content, mapping questions to specific Learning Objectives and curriculum components (strands/modules). The Ripley Systems question bank is used to facilitate this process by linking each multiple-choice question (MCQ) to a strand, teaching session, and specified Learning Objective. This allows Year Leaders to design exams that proportionately

represent the course content taught across and within strands. Furthermore, authors of Problem-Solving Questions are required to include both a Model Answer and the Learning Objectives being assessed.

Minimum requirements are established for each assessment modality to ensure that students demonstrate an adequate level of competence across various aspects of the programme while allowing for some compensation between assessment types. Specific minimum requirements are set for critical areas of the curriculum, such as Animal Handling Direct Observation of Practical Skills (DOPS) in Year 1, Scholarship and Evidence-Based Medicine in Year 2, Principles of Veterinary Practice in Year 3, and Population Medicine and Veterinary Public Health in Year 4. During the clinical phase (Years 4 and 5), students must demonstrate competence in all Intramural Rotations, research scholarship, and clinical skills in DOPS and OSCEs. Final-year students are also required to meet minimum standards in Clinical and Professional Reasoning Questions across multiple species.

The students can take an active role in the learning process and assessment strategy development. Student representation on various VEE committees, such as the TQC, Undergraduate Medicine CMC, and LTAC, allows them to raise issues on assessments, participate in discussions, and contribute to policy and practice changes. Additionally, regular meetings between Year Leaders and Year representatives are promoted to discuss assessment concerns and potential improvements.

The students' opinions and feedback are collected by the Students Union and the Year representatives through Student Life Pulse Survey, National Student Survey, International Student Barometer and Course Management Committee Meetings, which takes place within group chats and at the beginning or end of lectures. Then, "students' voice" is discussed in the Students' Council, which meets twice a term; the Club Captain & Society Presidents Meeting, which meets once a term; and in the Committees of the VEE.

The feedback policy is also applied by external partners, such as the RSPCA Emergency Foster Unit Cat Shelter, the Synergy Farm Health and the Langford Abattoir.

8.4.2. Analysis of the findings/Comments

The design of the VEE assessment strategy aims to certify student achievement of learning objectives at both the programme and individual unit levels. All aspects of the D1C, i.e. knowledge, skills and attitudes are assessed in both separate (first parts of the curriculum) and integrated (clinical years) approaches. Such an effort, somewhat expensive and time-consuming, is the only way to fully guarantee the outcomes and is commendable.

Year Leaders hold responsibility for maintaining coherence and alignment throughout the assessment process.

The students can take an active role in the learning process and assessment strategy development through structured engagement mechanisms.

The VEE's efforts to increase students' participation in surveys are acknowledged, as several different strategies are being pursued to surpass this issue.

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

The VEE's assessment strategy includes both formative and summative assessment methods. The balance between formative and summative assessments, as outlined in the Learning, Teaching, Assessment and Student Experience Strategy (LTASE) aims to guarantee that all students acquire and demonstrate the necessary competences to meet D1C standards. Assessment decisions are consistently scrutinised by Curriculum Management Committees (CMCs) and ratified by the LTAC.

Validity is established through the alignment with learning outcomes at each stage of the programme, ensuring that the assessments accurately reflect the acquired competences. Content validity is achieved through blueprinting examination papers to ensure comprehensive coverage of the taught material. Additionally, face validity is achieved by employing realistic clinical scenarios to test both pre-clinical and clinical knowledge and skills. Reliability is embedded within quality assurance processes, which include pre- and post-assessment scrutiny of examination questions and assessment formats. For example, MCQ exams utilise the KR20 coefficient to measure internal consistency, while written answers are evaluated using Cronbach's alpha to ensure reliable marking.

A wide range of formative and summative assessment methods are used to progressively evaluate clinical skills and Day One Competences throughout the programme. In the initial years, animal handling skills are assessed through DOPS, while communication skills and professional attributes are evaluated through oral examinations and reflective assignments. As students' progress to clinical rotations, practical clinical skills are assessed through DOPS in real workplace settings, while professionalism, clinical reasoning, and the application of knowledge are monitored through multi-source evaluations and summative OSCE.

The VEE also ensures that all clinical procedures and practical training planned are completed by each student, maintaining a clear distinction between Core Clinical Training (CCT) and Elective Practical Training (EPT). This distinction guarantees that training under the supervision of teaching staff (CCT) and qualified personnel (EPT) is accurately documented and quality-controlled, with logbooks (currently in Folium, transitioning to Pebblepad) used to monitor progress. Student performance in CCT is tracked through the examinations office and tutor network, with formative assessments preceding the introduction of summative assessments. This monitoring process allows the identification of any gaps in competences, and the development of tailored strategies to address deficiencies before the final summative assessments.

8.5.2. Analysis of the findings/Comments

The VEE has a comprehensive and structured assessment strategy that not only includes a variety of approaches, but that also allows it to assess the validity and reliability of the methods of formative and summative assessment.

Students are provided with formative assessment opportunities to familiarize themselves with the assessment formats and receive feedback to guide their progress.

Day One Competences are progressively integrated into the assessment strategy. During the initial years, students develop skills and attributes that build toward these competences. From mid-year 4 onwards, Day One Competences become the primary focus of assessment, with students requested to demonstrate practical clinical skills, communication abilities, and clinical reasoning through various assessment modalities. Summative assessments, such as the capstone OSCE and written clinical problem scenarios, serve as final evaluations to ensure that students possess the required competences before graduation. Formative assessments with feedback, multiple evaluations in the workplace, and capstone examinations aim to ensure that students who complete the programme are competent to practice as veterinary professionals.

8.5.3. Suggestions for improvement

None.

8.5.4. Decision

The VEE is compliant with Standard 8.5.

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

The recruitment of the staff at the VEE is ruled by a specific guidance. Calls and applications are managed by a dedicated website. Applicants to new open positions are recruited on the basis of a job description and a person specification. The new staff member is finally hired in accordance with the VEE's expectations. The procedure is frequently reviewed.

All newly hired staff undergo an induction period. New Academic Staff are normally required to serve a probation period of two years. A one-year probation, by exception, may be served by Teaching Fellows, Staff Clinicians who have normally served one year and gained their speciality boards before taking up an academic role, or academics joining from another university who have completed probation at that university.

The VEE promotes the specific teaching of veterinary education, delivering a specific programme for all new members of the teaching staff. At the end of that programme, the attendees achieve their PGCert in Veterinary Education. For non-academic teachers involved to a more limited extent in teaching are requested to attend a specific module (Teaching and Learning in Higher Education, TLIHE). Additionally, teaching staff members are supported in their training by online resources. Additionally, teaching staff members are supported in their training by online resources.

The percentage of veterinarians in FTE teaching staff is, average of 61% for permanent and 77% for temporary contracts (SER Appendices, Table 9.2.2.).

9.1.2. Analysis of the findings/Comments

Specialists included in the Academic Staff are 142 for the year 2024, as mentioned in the SER. Indicator I2 (n° of FTE veterinarians involved in veterinary training / n° of students graduating annually) is higher than the minimal value.

It has also come to the attention of the VEE that the version of Table 9.2.2 submitted in the SER was not the final version, therefore an updated Table 9.2.2 has been provided during the FV. The updated version stipulates unchanged figures for the Permanent (FTE) type of contract, but higher percentages of qualified veterinarians among the VEE's Temporary (FTE) type of contract.

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

| Type of contract (FTE) | AY-1 | AY-2 | AY-3 | Mean |
|------------------------|------|------|------|------|
| Permanent | 60 | 59 | 64 | 61 |
| Temporary | 94 | 96 | 93 | 94 |

9.1.3. Suggestions for improvement

None.

9.1.4. Decision

The VEE is compliant with Standard 9.1.

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

Most of the teaching staff involved with the core veterinary programme (SER Appendices, Table 9.2.1.) represent contracted academic staff, on average 222 FTE out of 299, which is about 77%. The procedure to assess the teaching competence of the staff is based on both feedback from the students and an institutional Peer Review programme.

The VEE supports the delivery of the study programme by two main procedures: i) the heads of Departments and teaching co-ordinators manage the time each member of the academic staff must dedicate to teaching, and ii) the CEC considers the annual budget and hiring of additional teaching staff.

The VEE stimulates the teaching staff to improve their skills, e.g. achieving the PGCert Vet Ed and attending the TLiHE module. Almost all members of the VEE's academic staff (97% in the last academic year) had achieved an Advance Higher Education Fellowship.

9.2.2. Analysis of the findings/Comments

Members of academic staff with any teaching commitment will be expected to undertake the PGCert in Veterinary Education as part of their probation. The only exception to this would be

members of staff joining the VEE who already hold a teaching qualification. External partners also have the opportunity to undertake the teaching qualification and are invited to participate in teaching and learning related INSET days. Contributors to teaching who are not academic staff (e.g. PhD students) are expected to complete the TLiHE course.

Following probation, staff take part in a range of professional development opportunities to ensure they remain current with pedagogical approaches and the use of technology to enhance learning. Teachers are trained according to general guidelines regarding the minimum training of SOP 2023. There was information regarding the training that needed to be undertaken which was corrected on site.

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

Development of teaching skills is encouraged by the VEE through many programmes, such as the PGCert Vet Ed, MSc in Veterinary Education, INSET, CPD route for Advance HE Fellowship and online asynchronous resources on the VEE's VLE.

Excellence in teaching is rewarded in numerous ways. The objectives to be achieved in the distinct careers of academic staff are specified in the individual career pathway (ICP); members of the academic staff are rewarded after the achievement of ICP. Furthermore, probation and promotion through the grades of academic career are managed by a specific process.

The VEE has a Special Reward Panel that meets twice a year, to consider all applications for bonuses/consolidated pay increases for exceptional contribution and a Senior Staff Remuneration Committee, responsibility for the rewards of professorial staff and for Professional Services staff (director roles). Teaching excellence is also recognised by the students through a special award titled James Bee Student Choice.

Salaries for staff members are negotiated and decided at the national level, special rewards are assigned for those giving exceptional contributions, and rewards and benefits are granted.

The Workload Allocation Management System (WAMS) of the VEE collects information on teaching, research, clinical or management activity hours spent during work by each staff member. This information is overviewed by Heads of Departments, the Deputy Principal of and the Director of Human Resources, to ensure is consistent across academic departments.

9.3.2. Analysis of the findings/Comments

The VEE enhances the continuous training of its staff to teach and to assess, providing ways to achieve excellence. Similarly, a well-defined process is in place to reward outstanding performance at all working positions. The special award named the James Bee Student Choice is particularly cherished by the teaching staff.

As indicated by a satisfaction survey recently conducted by the VEE, the majority of the staff are satisfied with the total benefits package and feels valued and recognised for their work.

The use of the WAMS enables the VEE to equalise its activity based on each employee's strengths, thus increasing its overall efficacy.

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

The promotion and review criteria are accessible and explicit, and those are supervised and revised by responsible structures of the VEE.

Development and assessment programs of teaching and support staff sustain the strategic plan of the VEE to "evolve, innovate and improve".

The promotion process of academic staff and its criteria are well-defined, including in two categories: i) Academics (Teaching Fellows, and Lecturers - all levels) and ii) Senior Academics (Readers/Associate Professors and Professors). Each member of the academic staff is affiliated with an academic track, defined by the individual's specialist role and duties, e.g. teaching, research, clinical teaching, etc., presented on the staffs' VLE.

Programmes for staff development are several, such as the Management Development Programme (MDP) for all new or newly promoted managers.

9.4.2. Analysis of the findings/Comments

All staff categories are represented in governance bodies, councils and committees, as reported in Area 1 of the SER and appendices, undertaking an active role during the decision-making process at the VEE.

The promotion criteria, recognising excellence, are publicised on the VEE's site, accessible and clear to all staff.

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

New teaching staff, by undergoing PGCert Vet Ed prove the acquisition of pedagogical skills, good teaching skills and the ability to apply those specifically in veterinary education.

The peer review scheme, which is applied by the Educational Development Team twice a year, allows the VEE to collect the opinion of staff from all the departments on teaching, assessments or teaching materials.

Teaching staff members are assessed for their teaching twice a year through a peer review scheme, which will become compulsory for all members of teaching staff in the future. Regular review of all teaching activities through module and strand reviews takes place annually and is a key component of our quality assurance of teaching.

Students' opinions are part of the process for teaching assessment, and student panels can suggest changes and improvements to teaching methods. If specific areas for improvement were identified these would be incorporated as specific objectives for the individual staff member in the following year. An appraisal process is in place to support the VEE's strategic plan for development.

9.5.2. Analysis of the findings/Comments

Students' feedback is important in the assessment of the programme and reviewing of the teaching, first acted upon through CMC and the regular work of the TQC. These are both generic reviews but also driven by the results of the specific AQIRs produced by each strand for each year of the programme. The results of the AQIRs ensure annual targeted review and suggested modifications of the programme, which are specifically discussed at both the CMC and subsequently LTAC. As a result of these discussions, decisions are made regarding potential changes and ultimately how the implementation of modifications of the programme are undertaken.

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 majority of teachers at the VEE are actively engaged in research, both clinical and non-clinical. The proportion of time each member of academic staff is expected to dedicate to research is usually outlined in their contract at the time they are appointed. This may be modified in discussion with their line manager or Head of Department at annual appraisals. Expectations for research outputs and income generation will be greater for those members of staff with greater proportions of their time dedicated to research. This is evidenced by the nearly 20 larger grants outlined in Table 10.1.1 in the Appendix. The commitment of research and evidence-based teaching is exemplified by (i.e.) the use of ACVIM consensus statements for canine mitral valve disease in cardiology teaching.

10.1.2. Analysis of the findings/Comments

The VEE has a strong research-based orientation in teaching, which is commendable.

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

The VEE delivers training in scientific methods and evidence-based medicine in the Scholarship and Evidence-Based Veterinary Medicine (SEBVM) strand including all five years of the BVetMed course. The strand was an innovation of the new curriculum and aims to introduce relevant concepts in a logical, cumulative and integrated manner through formal lectures, Directed Learning sessions (DLs), and comprehensively assessed assignments. Summative assessments within the curriculum that are directly related to this strand include a second-year critically appraised topic report (CATR) and a fourth/final year research project (RP) that is the BVetMed Finals Part 3 exam that students must pass before they can graduate.

The majority of students choose the 8-week option to complete their project. Students can do a 14-week project by adding an extra six weeks from elective rotations. It is a rare event that the project delays graduation.

Students can choose topics with themes ranging from companion animal and farm production animal veterinary studies, environmental themes, mental health, ethics, biomechanics, education, pathology studies and beyond. Many students go on to present their data at national and international conferences and are included as authors on scientific publications based wholly or partially on their research projects. The students have to do a research project and produce a dissertation work, in order to graduate.

Between 5-10% of the students have their work accepted for publication, which allows the publishing student a head start for their academic career if they wish.

10.2.2. Analysis of the findings/Comments

Successful completion of the RP or critical scientific review (CSR) requires the student to reveal a comprehensive understanding of research methodology - generation of a refined research question, data acquisition and analysis, ability to critique relevant literature, demonstrate an understanding of the ethical review process and display scientific writing skills. This is an area of

the VEE's activity to be commended.

10.2.3. Suggestions for improvement

The VEE should continue to encourage its students to publish their research projects, which would raise the research profile and awareness of the quality requirements on peer review literature and will also give their supervisors academic recognition of their work,

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

In the last 3 years, the numbers of interns and residents were between 26-29 and 68-76, respectively, while the number of PhDs varied from 134 to 146. In addition, all residents were enrolled in a Master program in Veterinary Medicine (3 years, 180 ECTS), which covers most areas of veterinary medicine.

The VEE also provides postgraduate diploma/certificate and MSc programmes where around 80 students are enrolled. Around 3500 participants are registered annually for the CPD programs given by the VEE.

Residents and interns work closely with students on rotations and are, thus, involved in teaching in the clinical environment. Residents may also be involved in some of the didactic group learning, such as the delivery of clinical scenarios. Those PhD students who wish to get involved in teaching or supervision of undergraduate research projects must undertake a training course (TLiHE), in case a significant amount of teaching is to be undertaken. PhD students may also train to become "student success coaches".

The VEE's CPD programme is largely run directly under the auspices of the VEE under the brand of "RVC CPD" (see <https://cpd.rvc.ac.uk/cpd-brochure>). The VEE also acts as an educational partner to large veterinary conferences such as "The London Vet Show".

10.3.2. Analysis of the findings/Comments

The close involvement of PhD students, residents and interns is strengthening a science-based education. As they are closer to students in age, this should strengthen the training. Nevertheless, not all PhD students have a veterinary degree, therefore they might feel uncomfortable educating veterinary students.

The broad scope of the CPD programs and number of participants strengthens the bond between the VEE and the professions, which is commendable.

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

This is part of a broader QA process of the veterinary program. Research-based training is outlined under 10.2. For staff promotion - the research component is outlined under 9.4. The last iteration of the program included the development of the scholarship and evidence-based veterinary medicine strand. The ordinary review process with assessments after the course and annual reviews feed into the QA loop.

10.4.2. Analysis of the findings/Comments

Research-based teaching is actively encouraged within the BVetMed course. Students' understanding of and exposure to research is enhanced by the recent development of the innovative Scholarship and Evidence-Based Veterinary Medicine strand. All students actively engage in the critical appraisal of research literature and produce original work, which must be considered of a suitable standard before they can graduate. A strong area of the VEE, with a required dissertation for graduation.

10.4.3. Suggestions for improvement

None

10.4.4. Decision

The VEE is compliant with Standard 10.4.

11. ESEVT Indicators

| Name of the VEE: Royal Veterinary College, London, United Kingdom | | | | | |
|--|--|---------|---------|---------|----------------|
| Name and mail of the VEE's Head: Prof. Stuart Reid - swjreid@rvc.ac.uk | | | | | |
| Date of the form filling: January /2025 | | | | | |
| Raw data from the last 3 complete academic years | | Year -1 | Year -2 | Year -3 | Mean |
| 1 | n° of FTE teaching staff involved in veterinary training | 320.96 | 301.68 | 274.96 | 299.20 |
| 2 | n° of undergraduate students | 1234 | 1245 | 1242 | 1240.33 |
| 3 | n° of FTE veterinarians involved in veterinary training | 274.72 | 253.38 | 239.43 | 255.84 |
| 4 | n° of students graduating annually | 291 | 291 | 289 | 290.333 333 |
| 5 | n° of FTE support staff involved in veterinary training | 701.39 | 668.51 | 640.54 | 670.146 667 |
| 6 | n° of hours of practical (non-clinical) training | 831.9 | 483 | 483 | 599.3 |
| 7 | n° of hours of Core Clinical Training (CCT) | 1086 | 1120 | 1126 | 1110.66 667 |
| 8 | n° of hours of VPH (including FSQ) training | 201.2 | 160.5 | 181.5 | 181.066 667 |
| 9 | n° of hours of extra-mural practical training in VPH (including FSQ) | 45 | 35.5 | 41.5 | 40.6666 667 |
| 10 | n° of companion animal patients seen intra-murally | 21,820 | 25,217 | 25,801 | 24279.3 333 |

FINAL REPORT AS ISSUED BY ECOVE ON 30 SEPTEMBER 2025

| | | | | | |
|-----------|---|--------|--------|--------|----------------|
| 11 | n° of individual ruminant and pig patients seen intra-murally | 10 | 8 | 6 | 8 |
| 12 | n° of equine patients seen intra-murally | 1,057 | 1,305 | 1,434 | 1265.33 333 |
| 13 | n° of rabbit, rodent, bird and exotic patients seen intra-murally | 2,479 | 3,236 | 2,901 | 2872.0 |
| 14 | n° of companion animal patients seen extra-murally | 27,480 | 29,435 | 29,472 | 28795.7 |
| 15 | n° of individual ruminants and pig patients seen extra-murally | 11,203 | 9,634 | 9,592 | 10143.0 |
| 16 | n° of equine patients seen extra-murally | 10,892 | 11,801 | 11,554 | 11415.7 |
| 17 | n° of rabbit, rodent, bird and exotic patients seen extra-murally | 1,921 | 2,520 | 2,479 | 2306.7 |
| 18 | n° of visits to ruminant and pig herds | 1,016 | 997 | 1,216 | 1076.3 |
| 19 | n° of visits to poultry and farmed rabbit units | 48 | 48 | 48 | 48.0 |
| 20 | n° of companion animal necropsies | 298 | 349 | 314 | 320.3 |
| 21 | n° of ruminant and pig necropsies | 1,349 | 1,595 | 1,596 | 1513.3 |
| 22 | n° of equine necropsies | 38 | 80 | 39 | 52.3 |
| 23 | n° of rabbit, rodent, bird and exotic pet necropsies | 377 | 375 | 361 | 371.0 |
| 24 | n° of FTE specialised veterinarians involved in veterinary training | 110.5 | 109.91 | 95.41 | 105.3 |
| 25 | n° of PhD graduating annually | 29 | 23 | 21 | 24.3 |

Calculated indicators from the raw data

| | | | | | |
|--|--|---|----------------------------------|-----------------------------------|----------------------------|
| Name of the VEE: | | Royal Veterinary College, London, United Kingdom | | | |
| Date of the form filling: | | 20 January, 2025 | | | |
| Calculated Indicators from raw data | | VEE values | Median values¹ | Minimal values² | Balance³ |
| I1 | n° of FTE teaching staff involved in veterinary training / n° of undergraduate students | 0.241 | 0.15 | 0.13 | 0.115 |
| I2 | n° of FTE veterinarians involved in veterinary training / n° of students graduating annually | 0.881 | 0.84 | 0.63 | 0.251 |
| I3 | n° of FTE support staff involved in veterinary training / n° of students graduating annually | 2.308 | 0.88 | 0.54 | 1.768 |
| I4 | n° of hours of practical (non-clinical) training | 599.300 | 953.50 | 700.59 | -101.290 |
| I5 | n° of hours of Core Clinical Training (CCT) | 1110.667 | 941.58 | 704.80 | 405.867 |
| I6 | n° of hours of VPH (including FSQ) training | 181.067 | 293.50 | 191.80 | -10.733 |

FINAL REPORT AS ISSUED BY ECOVE ON 30 SEPTEMBER 2025

| | | | | | |
|-----|---|---------|-------|-------|---------|
| I7 | n° of hours of extra-mural practical training in VPH (including FSQ) | 40.667 | 75.00 | 31.80 | 8.867 |
| I8 | n° of companion animal patients seen intra-murally and extra-murally / n° of students graduating annually | 182.807 | 67.37 | 44.01 | 138.797 |
| I9 | n° of individual ruminants and pig patients seen intra-murally and extra-murally / n° of students graduating annually | 34.963 | 18.75 | 9.74 | 25.223 |
| I10 | n° of equine patients seen intra-murally and extra-murally / n° of students graduating annually | 43.677 | 5.96 | 2.15 | 41.527 |
| I11 | n° of rabbit, rodent, bird and exotic seen intra-murally and extra-murally/ n° of students graduating annually | 17.837 | 3.11 | 1.16 | 16.677 |
| I12 | n° of visits to ruminant and pig herds / n° of students graduating annually | 3.707 | 1.29 | 0.54 | 3.167 |
| I13 | n° of visits of poultry and farmed rabbit units / n° of students graduating annually | 0.165 | 0.11 | 0.04 | 0.121 |
| I14 | n° of companion animal necropsies / n° of students graduating annually | 1.103 | 2.11 | 1.40 | -0.297 |
| I15 | n° of ruminant and pig necropsies / n° of students graduating annually | 5.212 | 1.36 | 0.90 | 4.312 |
| I16 | n° of equine necropsies / n° of students graduating annually | 0.180 | 0.18 | 0.10 | 0.080 |
| I17 | n° of rabbit, rodent, bird and exotic pet necropsies / n° of students graduating annually | 1.278 | 2.65 | 0.88 | 0.398 |
| I18 | n° of FTE specialised veterinarians involved in veterinary training / n° of students graduating annually | 0.363 | 0.27 | 0.06 | 0.303 |
| I19 | n° of PhD graduating annually / n° of students graduating annually | 0.084 | 0.15 | 0.07 | 0.014 |

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

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

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

*Indicators used only for statistical purpose

11.1. Findings

Most of the indicators for the last three academic years are in the positive range, except I4 (n° of hours of practical (non-clinical) training, -101.290), I6 (n° of hours of VPH (including FSQ) training, -10.733) and I14 (n° of companion animal necropsies / n° of students graduating annually, -0.297). Indicators I5 (n° of hours of Core Clinical Training (CCT) = 405.867), I8 (n° of companion animal patients seen intramurally and extramurally / n° of students graduating annually, = 138.797) and I10 (n° of equine patients seen intramurally and extramurally / n° of students graduating annually, =41.527) are well above the value of the balance.

The students are exposed to over 300 diverse companion animal necropsies annually (I14=-0.297). It was explained that the students rotate in groups of 6-7, and each participates and records notes for an average of seven companion animals during their pathology rotation.

11.2. Analysis of the findings/Comments

The values for the indicators I4 and I6, provided in the Excel file along with the SER 2025, which were also shown in the 2018 FVECOVE Report as a minor and as a major deficiency, respectively, were considered as corrected during the RV in 2021.

Nevertheless, the introduction of the new spiral curriculum, based on learning outcomes and acquisition of competences, with the distribution of the subjects across different modules and strands, made the calculation of the number of hours for each subject separately difficult. This information and corrections were willingly provided on site, during the visitation and are to be included in the corrected version of the SER and Excel file on the VEEs indicators.

I14 is still below the limit, albeit each student is exposed to an average of 7 necropsy cases of companion animals, due to the number of students in the denominator of the indicator. Acquisition of D1C is achieved during these rotations.

11.3. Suggestions for improvement

The VEE is encouraged to pursue adapted calculation methods to fulfil the requirements of the ESEVT Excel file template, also for I4, I6 and I14.

12. ESEVT Rubrics (summary of the decisions of 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. 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. 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. | 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. 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. 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. 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 | | | |
| 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. The VEE must have sufficient autonomy in order to use the resources to implement its strategic plan and to meet the ESEVT Standards. | X | | |

FINAL REPORT AS ISSUED BY ECOVE ON 30 SEPTEMBER 2025

| | | | |
|---|---|---|--|
| Standard 2.3: Resources allocation must be regularly reviewed to ensure that available resources meet the requirements. | X | | |
| Area 3. Curriculum | | | |
| <p>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.</p> <p>This concerns:</p> <ul style="list-style-type: none"> • Basic Sciences • Clinical Sciences in companion animals (including equine and exotic pets) • Clinical Sciences in food-producing animals (including Animal Production and Herd Health Management) • Veterinary Public Health (including Food Safety and Quality) • Professional Knowledge (including soft skills, e.g. communication, team working skills, management skills). <p>When part of the study programme cannot be organised because of imposed regulations or constraints, convincing compensations must be developed and implemented.</p> <p>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.</p> <p>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.</p> <p>3.1.1. General findings</p> | | 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 | | |
| <p>Standard 3.2: Each study programme provided by the VEE must be competency-based and designed so that it meets the objectives set for it, including the intended learning outcomes. The qualification resulting from a programme must be clearly specified and communicated and must refer to the correct level of the national qualifications framework for higher education and, consequently, to the Framework for Qualifications of the European Higher Education Area.</p> <p>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.</p> <p>The VEE must also describe how it encourages and prepares students for lifelong learning.</p> | | X | |
| <p>Standard 3.3: Programme learning outcomes must:</p> <ul style="list-style-type: none"> • 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. | | X | |
| <p>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:</p> <ul style="list-style-type: none"> • 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. | | 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. | | | |

FINAL REPORT AS ISSUED BY ECOVE ON 30 SEPTEMBER 2025

| | | | |
|--|---|---|--|
| 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. | 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. 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 | | | |
| 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. 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: <ul style="list-style-type: none"> 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 | 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. 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. | 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 | | |
| 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 | | | |

FINAL REPORT AS ISSUED BY ECOVE ON 30 SEPTEMBER 2025

| | | | |
|--|---|--|--|
| 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. | 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. The relevant electronic information, database and other VLE 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. 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. | X | | |
| 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. 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. | 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. 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. 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. 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 | X | | |

FINAL REPORT AS ISSUED BY ECOVE ON 30 SEPTEMBER 2025

| | | | |
|---|---|--|--|
| complaints regarding the compliance of the VEE with national and international legislation and the ESEVT Standards. | | | |
| 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. 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. | 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 | | |
| 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. | 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. 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. | 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. 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. 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. 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. | 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 to enhancing the quality and efficiency of education. | X | | |
| 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

Brief history of the VEE and its previous EAEVE visitations

The Royal Veterinary College (RVC) was founded in 1791 and became a member institution of the University of London in 1949, continuing to function under its umbrella. The VEE's students are educated on three campuses: Camden, Hawkshead and Bolton Park Farm. The current number of employees is approximately 1,000, and the number of students is 2,500. The VEEs strategy involves research-based theoretical and clinical training and provides broad referral services.

The VEE was re-visited by ESEVT in 2021, when the one major and two minor deficiencies previously identified were corrected and the VEE was accredited.

The 2023 SOP is valid for the 2025 London FV.

Brief comment on the SER

The SER was provided on time to the Visitation Team along with extended Appendices. The template for writing the SER provided by the 2023 SOP was not strictly followed, while the description of some of the Areas and Standards needed clarifications and/or raised questions; some answers to those were provided by the VEE on time, but some needed further, on-site clarifications. Due to the spiral curriculum, some calculation difficulties led to erroneous numbers in the Area 3 tables, which were identified in the SER. The tables were subject to further work to allow the presence of the correct final figures in those tables, as suggested. Further information and corrections were willingly provided on site, during the visitation.

Brief comment on the visitation

The programme of the visitation was designed beforehand, based on consultation with the Chairperson, the Coordinator and the VEE representatives. The VEE started the preparations of the visitation well in advance, which led to changes in the timetable several times. The latter had to be markedly tailored from the one presented in the SOP due to the special features of the VEE. The tours, even though very packed due to the presence of two campuses and the distance to extramural teaching units, were well-organised and carried out in a professional atmosphere. The Liaison Team was very efficient, diligent and always helpful. The visitors were given all the courtesy and assistance needed, had full access to all the information they asked for, to the facilities visited and to the responsible people to be met, in a very transparent manner.

Commendations (areas worthy of praise identified by the Team)

- The drive for excellence in education, research and clinical activity is commendable
- The team spirit and cooperation, the collegial working atmosphere is to be commended
- The pedagogically advanced, competency based spiral curriculum is worthy of praise
- The holistic, student-centred approach is remarkable
- Long lasting professional partnerships with stakeholders for the benefit of the VEE are worthy of praise

- The overall real-estate strategy is commendable
- The set-up, the management and continuous enthusiastic monitoring of the clinical skills centre is commendable
- The support provided by the Advice centre to both students and staff is remarkable
- The relationships among academic staff and students with private companies Synergy Farm Health Ltd and Charles Humphreys & Sons Ltd, which allows the students to approach the actual world of farms and activities of professional veterinarians is extremely efficient and commendable.
- A very high range of excellent facilities, tailored to the students' needs
- The range and quality of the learning resources and the use of information technology is praiseworthy

Recommendations:

List of partial compliances with the ESEVT Standards identified by the Team

- The VEE is partially compliant with Standard 1.5. because the SER is not written in line with the provisions of the SOP 2023
- The VEE is partially compliant with Standard 3.1.1. because certain information on curriculum hours taken by the students is missing in Table 3.1.2.
- The VEE is partially compliant with Standard 4.6. because of suboptimal separation of clean and dirty areas and suboptimal possibilities for cleaning the isolation unit in Beaumont Sainsbury Animal Hospital.

List of non-compliance with the ESEVT Standards identified by the Team

None.

Glossary

CCT: Core Clinical Training
D1C: ESEVT Day One Competences
EAEVE: European Association of VEEs for Veterinary Education\
EBVS: European Board of Veterinary Specialisation
ECOVE: European Committee on Veterinary Education
EPT: Elective Practical Training
ESEVT: European System of Evaluation of Veterinary Training
ESG: Standards and Guidelines for Quality Assurance in the European Higher Education Area
FSQ: Food Safety and Quality
FTE: Full-Time Equivalent
IT: Information Technology
OSCE: Objective Structured Clinical Examination
PDCA: Plan Do Check Adjust
QA: Quality Assurance
SER: Self Evaluation Report
SOP: Standard Operating Procedure
VEE: Veterinary Education VEE
VPH: Veterinary Public Health
VTH: Veterinary Teaching Hospital

Decision of ECOVE

The Committee concluded that no Major Deficiency had been identified.

The Veterinary Education Establishment (VEE) of the Royal Veterinary College is therefore classified as holding the status of: **ACCREDITATION**.