



SELF EVALUATION REPORT

Joint Accreditation Visit
November 2018

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EXECUTIVE SUMMARY



In welcoming the international team to the Royal Veterinary College (“College”), we look forward to sharing the most recent developments in our 227 year history and to receiving critique of our efforts and achievements.

As the only school globally to hold full accreditation from the major accrediting bodies, we strive for the highest of standards and recognise the importance of the international frameworks and metrics to which we subscribe in delivering our mission. Last visited by RCVS/EAEVE/AVBC in 2010, EAEVE in 2011 and the AVMA Council on Education in 2012, the College has addressed the recommendations and suggestions that were made following each assessment, and has reported on these either in response to the accreditation decisions or in subsequent annual and interim reports. A summary

of the actions and responses will be available at the time of the visit.

In addition, the College has been subject to assessment by the Quality Assurance Agency (QAA) for Higher Education, and been successful in two research assessments (Research Assessment Exercise (RAE) 2008, Research Excellence Framework (REF) 2014), awarded special funding for excellence demonstrated through an international benchmarking exercise conducted by the Higher Education Funding Council for England (HEFCE) and received the highest grade, Gold, in the national Teaching Excellence Framework (TEF). With our QS University Ranking of 3rd globally and year-on-year improvement of our teaching as assessed by our students in the National Student Survey (NSS), we are pleased with our progress. However, with the challenges

of a new funding model, national economic, political and professional turmoil as well as the issues of being located in the expensive south east of the UK, with aging capital stock and increasingly distant from agricultural resources, we recognise the need to innovate and evolve as we continue to seek to make “a good thing better.”

Strengths

In each of the Standards and across the breadth of its activities, the College has strengths:

- The singular focus of the organisation as an autonomous institution dedicated to the development of the veterinary team and situated in a hub of academic excellence
- A reconstituted and streamlined governance structure, with its Council drawn from talented independent stakeholders
- An engaged and significantly diversified leadership team
- A robust financial position and success in securing international blue chip inward investment
- A proven track record in winning competitive grants to support and enhance taught programmes
- Significantly improved built environment, particularly with regard to student facing activities
- Progressive and buoyant clinical services across the range of species and with access to large primary access and referral caseloads
- A restructured and enhanced Professional Services Division, including the embedding of student and staff welfare as a priority
- Committed, highly qualified faculty and staff, dedicated to all our major missions
- A reputation as a world leader in pedagogical research and innovation through continued investment in the Lifelong Independent Veterinary Education centre (LIVE)
- Strong, well-funded cognate research programmes, including biomechanics and comparative medicine
- Successful local community engagement.

Weaknesses

A changing environment contributes to both extrinsic and intrinsic challenges:

- The new fee regime for home students and its progressive devaluation
- The need for a diverse portfolio of students to ensure sustainability
- A number of buildings that are at, or approaching, the end of their useful life
- The cost of living in the south east of the UK and its impact on students and employees
- Increasing difficulty in recruiting to all categories of faculty and staff as a consequence of uncertainty around the UK's decision to leave the EU
- A lack of diversity in some areas of the College

population and the need for more robust succession planning

- The financial challenge of providing a state-of-the-art learning environment as the needs of the student population change and diversify
- The progressive decline of the UK agricultural sector in the south east and an increased reliance on partners for the provision of some clinical rotations
- The potential impact of the corporatisation of the veterinary profession on a range of College activities including competition for professional staff and faculty, competition for caseload and reduced access to general practice for the purposes of Extra-Mural Studies (EMS).

We welcome your advice and encouragement.



Stuart W J Reid
Principal and Executive Dean



Photo credit: Mark Thomas

STANDARD 1: ORGANISATION



ROYAL
VETERINARY
COLLEGE

STANDARD 1: ORGANISATION

As an autonomous member institution within the federal University of London¹, (UoL) the College benefits from being part of the greatest concentration of academic expertise in the UK, whilst enjoying the benefits of a direct relationship with national funding and regulatory bodies².

Since the previous accreditation visits (RCVS/AVBC/EAEVE, 2010; EAEVE, 2011; AVMA, 2012), the management of the College has maintained a commitment to continuous improvement and to meeting the needs of the veterinary professions in the context of the ongoing and substantial changes in the UK higher education landscape.

The College's vision is to be the place of recommendation for education, clinical care, expert opinion and employment in veterinary medicine and science. Our mission is to provide inspirational leadership and excellence in veterinary science through innovative scholarship and pioneering clinical activity. In particular the educational mission of the Bachelor of Veterinary Medicine (BVetMed) programme is:

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

The achievement of our institutional and programme missions is borne out by our performance in recent assessments of our provision - most recently the award of a Gold in the Teaching Excellence Framework (TEF).

STRATEGIC AND OPERATIONAL PLANNING

The College's Strategic Plan for 2014-2019³ in which the objectives of the College are presented by activity, is entering its final stages. The College Council, with the advice and support of senior management, is extending the strategy for a further two years to 2021, mindful of the changing political environment as the UK plans to leave the EU.

The extended strategy recognises the significant progress we have made in meeting or exceeding most of our original aims and provides an opportunity for further improvements. It sits in the context of our firm intent to

maintain institutional quality during a period of political uncertainty and recent changes to the legislation and regulation of higher education. It also provides us with a suitable lead time for our next strategic phase (2021-26). The strategy is supported by an annual financial planning process overseen by the College Executive Committee (CEC) which sets departmental objectives and budgets in support of the strategy and in response to internal and external change requirements.

The planning cycle commences in the autumn with a strategic analysis by Council of progress against strategy; a comprehensive risk assessment is undertaken and the institutional risk register reviewed and revised. With this as direction, the senior management then conducts its own executive risk assessment and a SWOT analysis by major mission compiled at the commencement of the budget planning phase. With financial KPIs and ultimately confirmation of funding from Government in April, the budget is approved by Council in June. The mission narratives, together with the approved budget, form the operational plan for the commencing financial year. With each component of the mission owned by a member of the Principal's Advisory Group (PAG), each of whom is responsible to the Principal, progress is monitored individually, at PAG and CEC business meetings.

ACCREDITATION STATUS THE UNIVERSITY OF LONDON

The College is one of 18 member institutions with outstanding global reputations which constitute the federal UoL. In addition to these member institutions, the UoL is also home to several central academic bodies and activities.

The UoL and its member institutions are registered with the Office for Students⁴ (OfS) as higher education providers, in accordance with the UK legislative framework for Higher Education (the Higher Education and Research Act 2017). The UoL is also subject to a recognition order of the Veterinary Surgeons Act (1966) which allows it to award the Bachelor of Veterinary Medicine (BVetMed) such that holders of the degree are registered with the Royal College of Veterinary Surgeons and able to practise. It exercises this right via its Ordinances (see below) through the College.

Our Principal is a member of the Collegiate Council of the UoL alongside the heads of other member institutions. The Collegiate Council advises the Board of Trustees on the strategic direction of the UoL, and is responsible for ensuring the proper discharge of its academic affairs. Principal Reid is also a Trustee, elected from Collegiate Council.

The College pays the federal University a contribution towards costs and benefits shared by all its member institutions for example the cost of running the central University Library to which all of our students and staff have access.

¹ 001 University of London

² 002 Relationship between the College, the University of London and national bodies

³ 003 Strategic Plan 2014-2019

⁴ 004 Office for Students

AWARD OF DEGREES, QUALITY ASSURANCE AND TEACHING EXCELLENCE

The UoL's Ordinances (Ordinance 9⁵) authorise its member institutions, including the College, to award degrees of the UoL to successful students, to introduce new study programmes, to amend existing programmes, and to amend their academic regulations, without having to seek the UoL's approval.

In February 2015 the College went through a detailed scrutiny, as part of a regular schedule of quality assurance process, by the UK QAA. The outcome of the process was the May 2015 QAA Higher Education Review Report on the Royal Veterinary College⁶ which concluded that, of the four areas for review, three met UK expectations and the fourth was commended.

Specifically:

- The setting and maintenance of the academic standards of awards meets UK expectations
- The quality of student learning opportunities meets UK expectations
- The quality of the information about learning opportunities meets UK expectations
- The enhancement of student learning opportunities is commended.

Effective Quality Assurance is now considered, alongside requirements for financial sustainability and widening participation, a baseline for participation in a UK-wide assessment of teaching excellence – the TEF. The TEF assessment, undertaken in spring 2017, concluded⁷ that the College consistently delivered outstanding teaching, learning and outcomes for its students, resulting in a Gold Award, the highest achievable.

PROFESSIONAL ACCREDITATION

The College last underwent a site visit by the RCVS, the governing body of the veterinary profession in the UK, in 2010. The RCVS has a statutory responsibility to conduct regular inspections of veterinary schools in the UK and to ensure the standards required by law are maintained. The visitation resulted in the continued recognition of the professional veterinary degree, the BVetMed, and the report contained a number of commendations and recommendations.

The RCVS site visit was conducted jointly with the European Association of Establishments for Veterinary Education (EAEVE), which granted continuing approval to the BVetMed programme. Subsequently, in October 2011, EAEVE conducted a further "Stage 2" site visit, as a result of which the College was given full accreditation by the European Committee on Veterinary Education (ECOVE). For this, the College had to demonstrate effective methods for monitoring the quality of teaching, assessment and learning opportunities, a sustainable system for quality assurance and a plan for quality enhancement.

The last visit by the CoE of AVMA was in 2012. The CoE report found strengths under each of the categories for assessment, no areas of non-compliance and one area (Outcomes Assessment) of substantial compliance. Since 2010, the College has worked to address each successive report's recommendations alongside its strategic and operational objectives and its own programmes of quality assurance, enhancement and continuous improvement.

COLLEGE GOVERNANCE AND MANAGEMENT⁸

Council: As the governing body of the College, the Council 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. Council must seek and receive advice on all academic matters from the Academic Board. The following Committees report to it:

- Academic Board (AB)
- Audit Committee (AC)
- Ethics and Welfare Committee (EQC)
- Finance and General Purposes Committee (FGPC)
- Nominations and Fellowships Committee (NFC)
- Senior Staff Remuneration Committee (SSRC)
- Safety Committee (SC).

The current membership of Council is published on the College website⁹. All external members of Council give their time on a *pro bono* basis and provide significant input as external stakeholders to our work. The arrangements (Terms of Reference, Membership etc.) for College Governance are maintained and reviewed each year by the secretariat and by the Council itself.

Academic Board: As the academic authority of the College, Academic Board (AB) is responsible to the Council for academic governance¹⁰, and specifically for regulating, in accordance with the College'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 this degree and other qualifications.

The AB is chaired by the Principal and meets three times a year. The following teaching and quality related Committees report into AB:

- Learning, Teaching and Assessment Committee (LTAC)
- Student Development Committee (SDC)
- Teaching Quality Committee (TQC).

All are concerned with different aspects of student wellbeing, from the delivery of an effective and fit for purpose BVetMed programme to the overall quality of the students' "extra-curricular" experience, as well as our other academic missions.

⁵ 005 Member Institutions of the University of London (ordinance 9)

⁶ 006 QAA Higher Education Review Report 2015

⁷ 007 TEF Outcomes 2017

⁸ 008 The College's Governance structure

⁹ 009 Membership of RVC Council

¹⁰ 010 Academic committee structure

The Undergraduate Medicine Course Management Committee (CMC) is specifically concerned with the delivery of the BVetMed and reports directly into LTAC. It is made up of the BVetMed Course Director/s and Year/Module and Strand Leaders. There is student representation for each year of each programme and representatives from collaborating institutions, as appropriate. Membership also includes between one and three external members, normally from employers and/or relevant professions), the relevant Head/s of academic department or their nominee/s and a range of other key role holders, such as the Professor of General Practice, representing the First Opinion Teaching Practices.

The arrangements for Academic Governance are reviewed each year and are collated in the Academic Committee Handbook¹¹.

The Principal's Advisory Group (PAG)¹²: is the senior committee responsible for developing options for the College's strategy, both planned and opportunistic, including the major resourcing and financial issues around the evolving strategy's implementation. Initiatives developed at PAG are then further evaluated via the College Executive Committee (CEC)¹³ to achieve agreed options and recommendations for implementation, as appropriate. The PAG also provides ad hoc advice to the Principal, as necessary, as well as acting with authority of the Principal when necessary and appropriate.

The College Executive Committee (CEC): is the senior operational decision-making body of the College, with responsibility for the oversight and resourcing of the operational aspects of the College's strategy and supporting plans. This is undertaken through regular monitoring of the HE policy environment, approval and review of key College projects, monitoring the College's financial performance and key performance indicators, which are then reviewed by the Council. The CEC includes all of the members of the PAG and the Heads of the three academic departments, the Academic Registrar, Chair of Equality and Diversity Committee, and the Directors of Infrastructure Services, External Relations, Human Resources, Learning and Wellbeing, Access and International Engagement.

The arrangements (Terms of Reference, Membership etc.) for College committees are maintained and reviewed each year by the Secretariat in consultation with the Chairs and Clerks to each committee.

STAFF AND STUDENT REPRESENTATION ON COMMITTEES

The SU President has an open invitation to attend the CEC as do all members of staff - professional and academic. College wide 'Town Hall' meetings are also held for all staff. All major College committees include faculty representation. Faculty are directly represented on the AB and the committees that report to it. Two faculty members from the AB are also elected to the

College Council and represent the faculty's perspective alongside the Principal.

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

- Council
- Academic Board (AB)
- Finance and General Purposes Committee (FGPC)
- Learning, Teaching and Assessment Committee (LTAC)
- Student Development Committee (SDC)
- Teaching Quality Committee (TQC)
- Research Degrees Committee (RDC)
- Undergraduate Medicine Course Management Committee (CMC)
- Safety Committee (SC)
- Equality and Diversity Committee (EDC)
- College Services Forum (CSF).

INTERNAL ORGANISATION SENIOR STAFF¹⁴

The Principal, as the chief executive, chief accounting officer and senior academic officer of the College, (who, as required, is a veterinarian) is responsible to the Council – within the framework laid down by the Charter and Statutes, the College's Regulations and Policies and the College's Schedule of Delegation – for the operational management of all aspects of the College's work. The Principal delegates responsibility for specific aspects of the College's missions and management to PAG and/or CEC, but retains responsibility for their work.

The Deputy and Vice-Principals and the Chief Operating Officer and Director of Finance are responsible to the Council, through the Principal, for the leadership and overall management of their respective mission/ service areas in accordance with their job descriptions and the policies and Financial Regulations of the College. They delegate responsibility for specific aspects of mission delivery to Heads of Department/ Division and other members of the College, but retain ultimate responsibility for the delivery of their mission and service areas. The Vice Principals with responsibility for Research and Innovation, Learning, Teaching and Assessment, and Clinical Affairs are all veterinarians. The Deputy Principal, a veterinarian, is also responsible for partnership provision of clinical rotations.

Senior Leaders (Directors and Heads of Department/Divisions) are responsible to the Council, through the Principal, for the leadership and overall management of academic departments and professional service areas in accordance with their job descriptions and the policies and Financial Regulations of the College. They delegate responsibility for specific aspects of service management to section heads but retain ultimate

¹¹ 011 Academic Committee Handbook

¹² 012 Academic Credentials and Assignments of the Principal's Advisory Group (PAG)

¹³ 013 Academic Credentials and Assignments of the College Executive Committee (CEC)

¹⁴ 014 Senior Executive committee structure

responsibility for the management of their service.

Curriculum Managers (Course Directors, Year Leaders and Strand Leaders for the BVetMed)

The Course Director is directly responsible (with the support of their deputy, the year leaders and strand leaders) for the delivery of the BVetMed's mission through managing the programme and ensuring it delivers its approved learning outcomes, that assessment, feedback and programme information is timely and accurate. The Course Director is also responsible for leading the development of the programme, promoting horizontal and vertical integration of the programme, having oversight of admissions and ensuring programme resourcing is appropriate.

COLLEGE STRUCTURES

The College has three academic departments, the members of which ensure the delivery of the BVetMed programme is in accordance with its mission. These activities are enabled by three professional divisions (Appendix 1: Table 3 and Figure 5).^{15 16}

EQUALITY AND DIVERSITY

The College and its Students' Unionⁱ are pro-active in their approach to equality and diversity as befits our own values as well as the requirements of UK legislation. The Academic Board (AB) has oversight of the College's Widening Participation and Access Plan¹⁷ which details our approach and progress towards increasing the diversity of our student population and is approved and then monitored by the OfS. The CEC has a designated sub-committee, the Equality and Diversity Committee, whose Chair is an ex-officio member of the CEC. The Committee oversees and reports on progress with the College's Equality Action plan¹⁸ and also its Athena SWAN action plan¹⁹. The College expects equality and diversity, as well as the health and wellbeing of our staff and students, to be a matter of active consideration on all relevant items coming before committees, and we have a dedicated Equality and Diversity Manager in our Human Resources Department (HR).

HEALTH AND SAFETY

The health and safety of both staff and students is the responsibility of the Safety Committee (a sub-committee of Council), its specialised sub-groups and the College's Corporate Health and Safety team. Responsibilities are then further devolved to Heads of Departments with support from both Area Safety Supervisors and Departmental Safety Supervisors. The specialised sub-groups are listed in **Standard 3**, which also includes detail of arrangements toward best practice in regulatory compliance.

ANIMAL CARE AND MANAGEMENT

This is fundamental to our mission and values. Our Ethics and Welfare Committee is a sub-committee of Council and is supported by our Animal Welfare and Ethics Review Board, our Clinical Research Ethics Review Board and our Social Science Research Ethics Review Board. These committees have external and lay membership and the Ethics Committee receives regular talks from staff and tours of our facilities. Within our management structures, the Clinical Services Board and Clinical Governance groups oversee animal welfare and clinical practice in our hospitals. We currently hold appropriate RCVS Practice Standards Scheme (PSS) Accreditations for all our clinical facilities. We also hold RCVS PSS awards²⁰ in a range of clinical activities and have been assessed as Outstanding in each case.

MANAGEMENT OF RISK AND QUALITY

The College has a comprehensive set of processes and protocols for the management of risk with Council taking its assurance from the reports of its Audit Committee assisted by the internal (PWC) and external (KPMG) auditors. The College has invested extensively in risk management resources and draws upon the relevant committees to assess and manage mission specific risks. These include but are not limited to TQC, AB, SC, and FGPC. Each College committee has standing items at the end of every meeting with an explicit requirement for the committee chair to identify any specific item that might impact on the risk register, equality and diversity, freedom of information or data protection issues.

In the case of quality, there are references to mechanisms relevant to taught programmes elsewhere in the SER. With commendation from the UK QAA and successful accreditation by EAEVE at stage 2, and with clinical governance addressed above, the College has quality assurance and enhancement as a high priority. Ultimately, Council is assured of academic standards through AB, its committees, and the internal audit function.

CONSIDERATIONS FOR FUTURE IMPROVEMENT

The College will focus on improved succession planning to ensure business continuity is assured and to ensure current staff are competitive for senior positions.

Acknowledging there is still some distance to be travelled in terms of diversity, we will make significant further efforts towards addressing the issue at senior executive level and Council. Finally, renewed consideration will be given to College structure in the light of the changing oversight from the OfS.

ⁱThe 2016/18 RVCSU Welfare Officer has recently been nationally recognised for her work in promoting inclusion, equality and diversity by winning the National Union of Students LGBT+ Higher Education Award. She has also been nominated for the 'Positive Role Model Award – LGBT' awarded at the National Diversity Awards later this year.

¹⁵ 015 College Departments and Divisions

¹⁶ 016 Professional Services Division organisational chart

¹⁷ 017 Widening Participation and Access Plan

¹⁸ 018 Equality Action plan

¹⁹ 019 Athena SWAN action plan

²⁰ 020 RCVS Practice Standards Accreditations and Awards

STANDARD 2: FINANCES



STANDARD 2: FINANCES

The College has full jurisdiction over its financial affairs, and receives direct funding from the UK Governmentⁱⁱ. This, along with revenue generated from other sources, including student tuition fees, veterinary clinical service fees, overhead recovery from funded research work, commercial activities and philanthropic donations, is deployed in support of its key strategic missions; learning and teaching, research and clinical service provision.

The BVetMed is the College's core *raison d'être*. The financial sustainability of the BVetMed is inseparable from that of the College as an institution and vice versa. The College has full access to the revenues it generates and total authority over how these are deployed.

During the period since the last accreditation visits, the College has delivered a consistently strong financial performance, which has enabled investment to sustain and enhance the quality of the veterinary teaching programme. This investment continues with a significant programme of major capital development at both campuses funded from cash reserves and recently secured external financing in the form of a £45m (\$59.2m US) private placementⁱⁱⁱ. Interest in this from major blue chip investors, both in the UK and North America, was very strong. The deal was four times over-subscribed, securing a highly competitive interest rate, which attests to the strength and quality of the College's reputation for academic excellence and sound finances.

Note: Over the reporting period, the College has reviewed its coding and cost attribution which has resulted in a reallocation of some expenditure between categories. Whilst this has not changed the overall level of support provided to the key teaching mission, year-on-year comparisons and trend analysis are more challenging as a consequence. Nevertheless, we have sought to ensure that the data presented for this Standard are as consistent as possible between years.

The Principal has overall responsibility for the College finances and is accountable to the College Council for these through the FGPC. The Director of Finance (FD) reports to the Principal and is a member of the PAG and the CEC. The FD is responsible for managing all aspects of the College's financial affairs including statutory reporting, financial planning and budgeting, investments, management accounts, financial control, tax and procurement.

The College follows an established annual planning and budgeting cycle. At the start of the process, the Vice-Principals review and refresh the priorities for their

mission areas for the next three years, mapping these to the College's strategic objectives. Consultation with Associate Deans and Course Directors ensures that proper consideration is given to the requirements of the individual teaching programmes.

The operational delivery of the identified priorities is discussed with the heads of academic, clinical and professional service departments in order to assess the associated resource implications. These are considered in the context of the available funding and the need to balance revenue versus capital investment requirements. The final budget and financial forecasts are agreed by the Principal and the CEC, formally approved by Council and submitted to the OfS (previously HEFCE), as the regulatory authority. Given the uncertain economic environment, the College adopts a prudent approach to budget-setting to provide a contingency in the event of financial downside.

All new initiatives and projects, both revenue and capital, must be supported by business cases which are subject to approval following a formal schedule of delegated authority. With a major programme of capital investment underway, an enhanced governance structure for oversight and monitoring of capital projects has been put in place.

The FD provides an update on financial performance against budget at each meeting of the CEC. At the end of each quarter, a detailed report on the forecast outturn for the financial year is presented to the CEC and FGPC. All budget holders receive monthly management accounts reports for their areas and have dedicated support from a Management Accountant, with whom they meet on a regular basis.

There are regulations and procedures in place governing financial probity. Compliance with these is reviewed on a regular basis by both internal and external auditors who report their findings, and provide assurance, to the College's Audit Committee.

The College has a robust risk management framework, which includes regular review and update of both the strategic and operational risk registers. Risks to financial sustainability are actively monitored with regular reporting against agreed key financial indicators.

TRENDS IN REVENUES AND EXPENDITURE^{iv}

College revenues

Please refer to Appendix 2: Standard 2 Table B²¹ and Table C.²²

ⁱⁱ Since April 2018 from the Office for Students (OfS) and Research England and, prior to this, from the Higher Education Funding Council for England (HEFCE)

ⁱⁱⁱ Of the £45m (£59.2m US) secured, £22m (\$29.0m US) has repaid existing borrowing (and associated breakage costs)

^{iv} During the period covered by this report, there was a change in the financial reporting standard under which UK higher education institutions are required to produce their annual financial statements. This took effect from 2015-16. In order to ensure a like-for-like comparison between years and to aid understanding of the College's underlying financial performance, some figures have been re-stated from those in the published financial statements. A full reconciliation is available.

²¹ 021 College Revenue From All Sources for Immediate Past 5 Fiscal Years

²² 037 Endowment

Total College revenues grew by 19% in cash terms, from £72.5m (\$95.4m US^v) to £86.6m (\$114.0m US), between the period 2012/13 and 2016/17.

Revenue growth has been driven primarily by student tuition fees which have almost doubled from £12.9m (\$17.0m US) to £24.7m (\$32.5m US). Tuition fees now represent the College's main source of income, having replaced Government grants (shown under [Government Appropriations in Appendix 2: Standard 2 Table B](#)). The increase in tuition fees is the result of a combination of the following factors:

- The fee charging regime for UK/EU undergraduate students changed in 2012/13 with the balance of funding shifting from Government institutional grants to student loans. The maximum chargeable fee for new entrants increased from £3,375 (\$4,442 US) to £9,000 (\$11,844 US) per annum. The fee was increased to £9,250 (\$12,173 US) for 2017/18 and remains at this level.
- Growth of 21% in full-time undergraduate numbers from 1,509 in 2012/13 to 1,825 in 2016/17. Total numbers on the BVetMed programmes have grown by 6% from 1,221 in 2012/13 to 1,295 in 2016/17 with the proportion of international students increasing from 15% to 18% over the same period.
- The BVetMed international fee has increased from £20,300 (\$26,715 US) in 2012/13 to £33,000 (\$43,428 US) in 2016/17.
- Under the new teaching funding regime for UK/EU undergraduate students, revenue from the UK Government has progressively reduced although, as a provider of high-cost clinical and science-based courses, the College continues to receive Government funding for its teaching provision (£14.5m (\$19.1m US) in 2016/17). This includes an annual institution-specific allocation (£1.2m, \$1.6m US), awarded in 2016, in recognition of the world-leading excellence of our veterinary teaching provision.

Funding for research also forms part of the College's annual Government grant (£4.6m, \$6.1m US). The bulk of this is determined by the College's performance in the most recent UK-wide Research Excellence Framework (REF) 2014²³, which recognised the continuing high quality of our research.

There is strong competition for externally-sponsored research funding (Appendix 2: Standard 2 Table B Extramural Grants and Contracts and Overheads²⁴). Whilst there has been a 15% reduction in reported income over this period, recent performance has been

positive with a number of major awards which are not yet reflected in reported income. The peak in 2014/15 is due to a one-off receipt of £1.3m (\$1.7m US) under a Government tax credit scheme for research and development.

Revenue generated by our teaching hospitals from external client fees^{vi} has also grown strongly over the past five years, increasing by 55% from £11.6m (\$15.3m US) to £18.1m (\$23.8m US). This is due to a combination of increased caseload and pricing enhancements, including improved cost capture. The caseload growth has arisen primarily in small animal veterinary referral services delivered at the Queen Mother Hospital for Animals (QMHA).

Please see also [Teaching Hospital Income and Operational Costs](#).

The College's on-site diagnostic laboratories support our teaching hospitals and student learning, as well as providing services to external customers. Over the period, income has increased by 50% from £1.3m (\$1.7m US) to £1.9m (\$2.5m US).

Gifts and Endowment income varies year-on-year, averaging around £1.5m (\$2.0m US) p.a. Monies raised through the College's charity arm, the Animal Care Trust (ACT), have been deployed to fund investment in veterinary teaching provision including clinical equipment and facilities and studentship support.

Included under Other Revenues are activities associated with the College's knowledge exchange and innovation arm, "RVC Business"²⁵. This comprises our wholly-owned subsidiary, the London BioSciences Innovation Centre (LBIC)²⁶, which provides laboratory/office rental space and business support to biotechnology companies; contract animal research facilities; named veterinary services (providing legally required veterinary care to third party research organisations) and royalty and IP income. In addition to making a direct financial contribution to the College, RVC Business supports its teaching and research missions through student placement opportunities and researcher collaborations.

Other revenues also include rental income from student residential accommodation and student/staff catering, conference and consultancy fees and investment income.

College expenditures

Please refer to Appendix 2: Standard 2 Table A²⁷

The College's total expenditure (including capital expenditure) increased by 24%, from £66.8m (\$88.0m

^v Exchange rate at 31/07/17 = £1.00 : \$1.316

^{vi} Income received in support of student training whilst on clinical rotations is reported under the relevant categories i.e. tuition fees and government appropriations

²³ 022 Research Excellence Framework (REF) 2014 results

²⁴ 021 College Revenue From All Sources for Immediate Past 5 Fiscal Years

²⁵ 023 RVC Business

²⁶ 024 London BioSciences Innovation Centre (LBIC)

²⁷ 025 Total Expenditures (Past 5 Fiscal Years)

US) to £82.7m (\$108.8m US), over the period 2012/13 to 2016/17.

Instruction, academic support and student services expenditure has increased by 25% from £20.5m (\$27.0m US) to £25.7m (\$33.8m US). The latter figure includes pay costs of £19.2m (\$25.2m US) which have increased by 22%. Whilst this is due in part to annual pay awards and increases to pension costs and statutory deductions, it also reflects the significant investment made in new faculty (see **Standard 8**) to ensure the sustainability of our teaching programmes and support the growth in student numbers.

The College has also invested in academic support and student services to ensure our students are provided with a fully-rounded and supportive learning environment. This investment includes the following:

- The creation of a Department of Learning & Wellbeing in 2017 to encourage opportunities for synergies and enhancement of a broad range of student-facing services that promote wellbeing whilst considering how teaching and learning is best delivered, including digital and e-technology
- Additional staffing resource in the Academic Registry in support of outcomes assessment and evaluation activities
- Additional staffing resource in the Learning Resource Centres for extended opening times and student helpdesk support. Ongoing investment has also been made in information resources. Please refer to **Standard 5** for further details
- Additional staff to deliver the IT Investment Plan (see under Capital Expenditure).

In order to ensure an adequate quality and quantity of practice sites in addition to its own facilities, the College has invested in a number of off-site partnerships. Recognising the need to expand farm animal caseload, the College has contracted with key veterinary practices for both core and elective rotations. Arrangements have also been put in place with charity sector partners giving students exposure to shelter medicine. Further details are provided under **Standard 4**.

Investment has been maintained in LIVE^{vii}, the College's Centre for Excellence in Learning and Teaching²⁸, which develops and disseminates innovative approaches to veterinary education and work-based learning. Its research informs modes of delivery and assessment for the BVetMed curriculum. In further support of a research-led curriculum, resources are allocated to meet the cost of research projects, which are undertaken by all BVetMed students as part of their core studies. Further details are provided under **Standard 10**.

The costs of the College's Research Office, which

administers pre-and post-award research grant applications, are also reported under this category. Research Expenditures are the direct costs of delivering externally-sponsored research grants and contracts. Outreach/Continuing Education Expenditures includes the costs of the Continuing Professional Development Unit (CPD) (revenue reported under Tuition Fees in Appendix 2: Standard 2 Table B²⁹) and activities in support of improving access to higher education for disadvantaged students. As discussed under **Standard 7**, the College's Gateway programme is an established and highly successful example of a widening participation initiative.

Teaching hospital expenditure has increased by 43% from £11.5m (\$15.1m US) to £16.5m (\$21.7m US). This has been driven by increased caseload, and the resulting revenue, providing funds for investment in clinicians, clinical support staff, infrastructure and equipment. The growth in caseload has ensured the clinical teaching capacity required to meet student number growth.

As well as investing in additional clinical faculty and staff, the College has also taken proactive measures to retain existing employees through an improved remuneration package for specialist academic clinicians (effective from 1 February 2018) and a fundamental restructuring of veterinary nursing grades and progression routes.

Please see also **Teaching Hospital Income and Operational Costs** section.

Diagnostic Laboratories Expenditure has increased by 27% from £1.1m (\$1.4m US) to £1.4m (\$1.8m US) reflecting the growth in revenue reported above.

Facilities, Operations and Maintenance, Utilities and Other Infrastructure Expenditure^{viii} has averaged £7.4m (\$9.7m US) p.a. These represent the total costs for the College as a whole as they are budgeted and managed centrally and not apportioned to specific activities.

Capital Expenditure over the period was £21m (\$27.6m US) averaging £4.2m (\$5.5m US) per annum. Major projects have included investment in sports facilities at the Hawkshead Campus, including the construction of a Sports and Wellbeing Centre (SAWC), at a cost of £5.1m (\$6.7m US), and a multi-use games area.

Lecture theatres at both campuses have been substantially refurbished and their capacity extended. Investment has also been made in directed learning space, the Learning Resource Centres and social learning space. The Beaumont Sainsbury Animal Hospital (BSAH) has seen a number of improvements including a new operating theatre, consulting ward and exotics facilities. The cost of this work has been met from an endowment fund. Infrastructure renewal, including installation of energy

^{vii} Established in 2005 with a £4.5 million (\$5.9 million US) grant from the Higher Education Funding Council for England.

^{viii} To avoid double-counting, we have excluded depreciation costs from these figures as we have been asked to show the actual capital expenditure in each year

²⁸ 026 LIVE (Lifelong Independent Veterinary Education)

²⁹ 021 College Revenue From All Sources for Immediate Past 5 Fiscal Years

efficient plant, has taken place across both campuses. Animal facilities at Boltons Park Farm have also been improved. Please refer to **Standard 3** for further details. A four-year IT Investment Plan (£3.0m, \$3.9m US) commenced in 2014 which has substantially improved the capacity, speed and resilience of the College's network infrastructure. Wifi provision has also been upgraded and capacity and access increased. There is an annual rolling programme of refresh and upgrade of classroom technology providing accessible and reliable audio-visual, lecture recording (Echo360) and video-conferencing systems. Open access PCs in the Learning Resources Centres (LRC) are also replaced on a rolling basis. There has also been investment in e-learning and digital technology. Please refer to **Standard 5** for further details.

Extramurally-sponsored Student Aid represents funds provided by external research sponsors (largely UK Government) in support of the training of postgraduate research students. This funding has reduced over the period as the public funding arrangements for doctoral training have changed.

As noted under College Revenues above, the change in the tuition fee charging regime for UK/EU students has led to increased income from this source. In agreeing that institutions could charge higher fees, the UK Government set clear expectations that enhanced financial support must be provided to students from low family income backgrounds. The College's agreement with the regulatory body^{ix} is for 27% of the additional tuition fee income generated to be spent on widening participation and improving retention activities. This is delivered in part through the College's approved bursary scheme³⁰, and is reported under **University-sponsored Student Aid in Standard 2 Table A**. Also included within this category is financial support provided to clinical residents and interns training as veterinary specialists in our teaching hospitals, in the form of fully-funded tuition fee and stipend packages.

Other Expenditure includes the costs of the College's central administrative departments not reported elsewhere (e.g. HR, Finance, External Relations, Secretariat) as well as the running costs of RVC Business (see under **Other Revenues** above) and the College's charity arm, the ACT³¹. Interest costs relating to external borrowing are also reported in this category.

As part of its commitment to equality and diversity and staff development, the College has appointed additional HR staff in these specialisms. Investment is also being made in a workload allocation model to ensure academic workload is allocated in a fair, consistent and transparent fashion to support effective delivery of our educational programmes.

Please refer to Appendix 1: Standard 2 Table 4 – College's revenue and expenditure over the period 2012/13 to 2016/17³².

In order to remain sustainable, the College must generate sufficient revenue not only to meet the costs of its operating activities but also to fund its capital investment.

The College currently targets a contribution of 10% of revenue for this purpose. As can be seen from Table 4³³, there has been an average contribution of 12% of revenue over the period. Some of this has already been invested in capital infrastructure whilst the balance has contributed to the cash reserves which are part-funding the major capital works now underway.

SUPPORT FOR THE PROFESSIONAL TEACHING PROGRAMME

Please refer to Appendix 2: Standard 2 Tables A and B^{34 35}

As requested, revenue and expenditure relating to the BVetMed programme have been separated out from the College total. Student numbers on the BVetMed programmes represent 70% of the College's total undergraduate population. The programme drives most of the College's activities and separately identifying expenditure specific to it is not straightforward and certain costs have been derived based on apportionments.

The change in revenue from Government Appropriations and Tuition Fees mirrors that at the College level for the reasons outlined above. Revenue from these combined sources has increased by 22% over the period with stronger growth more recently due to international student recruitment.

The College's research activities inform curriculum development across all College teaching programmes but, as it is not possible to identify separately specific research relating to the BVetMed, the Extramural Grants and Contracts line has been left intentionally blank.

As the primary purpose of the Teaching Hospitals and Diagnostic Laboratories is to support the BVetMed programme, all revenue from these sources has been included.

Other Revenues includes residential fees based on the proportion of BVetMed students at each campus. Expenditure on Instruction, Academic Support and Student Services has increased by 34% from £12.4m (\$16.4m US) to £16.6m (\$21.9m US). This is higher than the increase for the College as a whole (25%).

Capital expenditure has been allocated to the BVetMed where it relates to investment which supports the learning

^{ix} Previously Office for Fair Access (OFFA), now Office for Students (OfS)

³⁰ 027 RVC Bursary Schemes

³¹ 028 Animal Care Trust (ACT)

³² 029 College's revenue and expenditure over the period 2012/13 to 2016/17

³³ 029 College's revenue and expenditure over the period 2012/13 to 2016/17

³⁴ 025 Total Expenditures for Immediate Past 5 Fiscal Years

³⁵ 021 College Revenue From All Sources for Immediate Past 5 Fiscal Years

and teaching and clinical missions and in proportion to the number of students as a percentage of the total population. Spend averages £3.8m (\$5.0m US) over the period.

Please refer to Appendix 2: Standard 2, Table 5.³⁶

As mentioned above, the College must generate sufficient revenue not only to meet the costs of its operating activities but also to fund its capital investment. For the College as a whole, this has averaged 12% over the period. For the BVetMed, there has been an average contribution of 8% of revenue indicating that more of the revenue generated has been invested in the delivery of the teaching programme compared to other College activities. Much of the remaining contribution has already been invested in capital infrastructure whilst the balance will contribute to the capital works now underway.

TEACHING HOSPITAL INCOME AND OPERATIONAL COSTS

Please refer to Appendix 1: Standard 2 Table 6.³⁷

Alongside caseload growth in the hospitals, there has been an improvement in overall financial performance with the gross contribution (clinical fees less direct expenditure) increasing from £0.1m (\$0.2m US) to £1.6m (\$2.1m US) over the period and operating costs as a % of income reducing from 99% to 91%.

The teaching hospitals are first and foremost an educational resource and, whilst the College seeks to ensure they are run as efficiently as possible, financial self-sufficiency is not the primary objective. The expenditure reported above does not include premises costs relating to hospital buildings nor indirect support costs such as human resources, finance, IT etc. If these are taken into account, there is a net cost to running the hospitals reflecting the absolute priority given to the student learning experience rather than to commercial gain.

Please refer to Appendix 3: Standard 2 Table 2.3.³⁸

ANTICIPATED TRENDS IN FUTURE REVENUES AND EXPENDITURES

As discussed above, the College's recent financial performance has been strong with positive operating surpluses contributing to healthy cash reserves. At the same time, the College has consolidated its position as a world-leading institution, cementing its brand and reputation in all three mission areas. Although the external funding environment for UK higher education continues to be challenging on a number of fronts, the College is well placed, financially and reputationally, for the next phase of its development.

TEACHING REVENUE

The outlook for revenue generation from our primary income stream – student tuition fees - remains positive.

Student demand for all our teaching programmes, and particularly the BVetMed, is strong with 6.3 and 4.5 qualified applicants per place for the 5 and 4-year programmes respectively. Recruitment of higher fee-paying international students continues to grow and the College is actively pursuing opportunities to diversify the source of these students.

Please refer to Appendix 1: Standard 2 Graph 1.³⁹

Student numbers on the BVetMed rose by 6% to 1,354 in 2017/18 and the proportion of international students increased to 23% (from 18%). Further growth of ~9% is forecast to 2020/21 with the proportion of international students increasing to 35%. Demand from overseas continues to be strong due to our international reputation, QS World University Rankings performance and the attraction of London as a student city. Any shortfall in international numbers can, however, be readily met from home students as, even with high entry tariffs, demand significantly exceeds the places available.

Student numbers on other undergraduate programmes are forecast to remain at current levels.

The College has a low proportion (5%) of students from continental Europe so the UK's exit from the EU does not represent a significant risk in terms of student income.

The future shape of university teaching funding for home students is in a state of flux. With the creation of the OfS, replacing HEFCE, and a major Government review of post-18 education underway, there is the prospect of fundamental change. Regulated undergraduate fees are currently frozen at £9,250 (\$12,173 US) and, with a strong focus on students as consumers, there is increasing pressure on universities to demonstrate that they deliver value for money. As an institution recognised for its teaching excellence and graduate employability, as well as acknowledged as a provider of one of the most resource-intensive disciplines, the College is less exposed than other institutions in this regard; nevertheless, this remains a risk which is kept under active review.

RESEARCH REVENUE AND OVERHEADS

Externally-sponsored research income, and associated overhead recovery, is forecast to remain at the current level. Although the likely loss of access to EU research funding represents a risk, the College has had recent success in securing funding from other sources, notably UK Research Councils and industrial sponsors, both of which meet a greater proportion of overhead costs. The College is well placed to capitalise on current UK Government initiatives such as the Global Challenges Research Fund and the Industrial Strategy Challenge Fund.

The next quality assessment of the College's research, the REF, will take place in 2021 and preparations are

³⁶ 030 College's Revenue and expenditure for the BVetMed over the period 2012/13 to 2016/17

³⁷ 031 Teaching Hospital Income and Operational Costs over the period 2012/13 to 2016/17

³⁸ 032 The annual cost of training a veterinary student

³⁹ 033 The College's forecast undergraduate student numbers to 2020/21

underway, including the appointment of a number of senior academics and a mock exercise planned for later this year.

TEACHING HOSPITALS REVENUE AND EXPENDITURE

Clinical revenue from our teaching hospitals is forecast to grow by 5% per annum. This is a prudent projection, driven primarily by pricing increases.

The success of the hospitals is critically dependent upon high-quality specialist clinicians and the recent uplift to the pay of academic clinicians has sought to address potential retention and recruitment issues. As in other parts of the College, there is a sizeable cohort of international staff, including many from Europe, in our teaching hospitals and the UK's exit from the EU represents a small risk in this regard. The College is proactively offering advice and support to affected staff.

We remain committed to the principle that the primary purpose of our teaching hospitals is student teaching and accept that this places a restriction on the level of financial contribution which can be delivered. It is, therefore, essential that we seek to be as efficient as possible in how our clinical business is conducted. The recent appointment of a Director of RVC Teaching Hospitals creates an opportunity to review practices across the clinical mission to deliver efficiencies, including through improved IT systems and better procurement.

The College recently (June 2018) acquired a profitable small animal general practice⁴⁰ (annual turnover ~£2m (\$2.6m US)) under our newly established wholly-owned subsidiary company, RVC Veterinary Practices Ltd. This is an exciting development which guarantees an additional first opinion clinical environment for our students and will generate referral business for RVC small animal referrals and clinical revenue in its own right.

OTHER REVENUES

We do not anticipate any significant changes over the period other than inflationary increases.

EXPENDITURES

We have provided in our latest financial forecasts for additional investment in faculty both to support our teaching programmes and in preparation for the REF. Resources have also been allocated to enhancing the wider student experience including induction, wellbeing and learning technology. As we are not planning for significant growth in student numbers, further increases to our faculty or administrative support are not anticipated beyond this. The implementation of the workload allocation model provides us with a tool to ensure that our human resources continue to be appropriately and equitably deployed.

In common with other UK higher education institutions,

there is pressure on pay costs from anticipated increases to pension contributions as well as annual pay awards. We have made provision in our forecasts for what we consider to be realistic, yet affordable, increases. At the same time, we are focused on delivering our activities as efficiently as possible, without compromising academic and clinical quality or student and client satisfaction.

The UK's exit from the EU represents a significant risk to all UK higher education institutions. As discussed above, the College has limited exposure in terms of student recruitment although attracting and retaining clinical staff is a greater challenge. Whilst there remains great uncertainty as to the final shape of the exit arrangements and, hence, the potential impacts, our approach is to actively monitor developments, assess the risks and seek to mitigate these where possible.

Please refer to Appendix 3: Standard 2 Tables 2.1, 2.2, 2.4 and 2.6.⁴¹

CAPITAL EXPENDITURES

Investment in capital infrastructure is essential to the College's sustainability in order to attract and retain students and staff and underpins the financial performance presented in our financial forecasts. A major programme of capital investment, at a total cost of £60m (\$78.9m US), is underway at both campuses. This will see ageing building stock at the Hawkshead Campus replaced by state-of-the-art and expanded teaching and research facilities. At the Camden Campus, existing space has been re-configured and refurbished to create much improved and enhanced space for teaching, social learning, student services and research. These capital works are being funded by a combination of accumulated cash reserves and the private placement mentioned earlier. The College has also secured a £7m (\$9.2m US) grant from Hertfordshire Local Enterprise Partnership (LEP)⁴², a regional funding agency, towards the cost of the Hawkshead development and is pursuing philanthropic opportunities.

Provision is also made within our financial forecasts for ongoing investment in IT and estates infrastructure and major equipment replacement.

LAND SALES

The College is poised to receive substantial proceeds from the sale of surplus land at the Hawkshead Campus which has been designated* for residential development. In the case of one site, a developer has been selected and contract terms are being finalised. Land values in south east England remain buoyant and, whilst the actual quantum and timing of the receipts cannot yet be determined, this will undoubtedly be game-changing for the College and make a substantial contribution to its future long-term sustainability.

* Subject to final planning approval.

⁴⁰ 034 Acorn House Veterinary Hospital

⁴¹ 032 Projected revenue and expenditure for the school and the veterinary teaching hospitals for the next five years

⁴² 035 Hertfordshire Local Enterprise Partnership (LEP)

CONCLUSION

Building on recent positive financial performance, our future financial strategy is focused on targeted growth in our income streams and a robust and proactive approach to cost control, creating capacity for investment in our core activities and capital infrastructure. We believe this will ensure the future financial sustainability of the College and its veterinary education programmes.

The College, along with its external stakeholders^{xi}, assesses its financial sustainability through setting, monitoring and reporting against key financial performance indicators which are commonly used in higher education. The graphs in Appendix 1: Standard 2 2 Graph 2⁴³ present the College's forecast performance against these indicators over the next few years and demonstrate that it meets or exceeds these.

CONSIDERATIONS FOR FUTURE IMPROVEMENT

The critical issue of financial sustainability is a challenge for all organisations in the sector. Although currently on sound footing, completion of the land sales and implementation of a rigorous treasury management policy with respect to loan repayment are two key aspects that will be addressed.

With the message from Government being one of, at best, static funding, we will continue to focus our efforts on delivery of "value for money", informed by a better understanding of our cost base and will seek to diversify our revenue streams where these deliver a positive financial contribution. We will also consider potential options for the provision of low cost housing for students, junior staff and faculty.

^{xi} Office for Students, lending institutions.

⁴³ 036 College's forecast performance against key financial performance indicators

STANDARD 3: PHYSICAL FACILITIES AND EQUIPMENT



STANDARD 3: PHYSICAL FACILITIES AND EQUIPMENT

The College's facilities are located on two campuses; the Camden Campus⁴⁵ in central London and the Hawkshead Campus⁴⁶ in rural Hertfordshire, which has Boltons Park Farm⁴⁷ close by and linked by a footpath. Both campuses have on-site teaching hospitals⁴⁸.

The Camden and Hawkshead Campuses are 17 miles apart. Travel time between the two campuses, by road or rail, is approximately 50 minutes. The College provides a free shuttle bus service between Hawkshead and the nearest main railway station, Potters Bar, Monday to Friday from 06:30 until 20:30 and Saturday to Sunday from 10:00 until 17:30.

The College also has a number of off-site teaching facilities which are described in **Standard 4**.

CAMDEN CAMPUS

The Camden Campus, which includes the Beaumont Sainsbury Animal Hospital (BSAH)⁴⁹ and the London Biosciences Innovation Centre (LBIC)⁵⁰, accommodates the Gateway programme, years one and two of the BVetMed programme, year one of the Graduate entry BVetMed programme, the undergraduate Biosciences programmes and a range of postgraduate programmes.

The majority of buildings have been substantially remodelled and refurbished over the last decade and comprise:

The Hobday Building:

- Main reception, faculty, staff and student services areas including a Learning Resources Centre, social learning spaces, a cafeteria and restaurant, student union gym facilities and an anatomy museum
- Teaching accommodation, including lecture theatres and directed learning rooms, dissection and demonstration facilities
- Research laboratories
- Office and support space.

The Beaumont Sainsbury Animal Hospital:

- A small animal and exotics general hospital, with student facilities and accommodation for staff

MacFadyean and Amoroso Buildings:

- LBIC, a bioscience hub providing laboratory accommodation and business support for biotechnology companies ranging from start-up to blue chip companies.

College Grove:

- 83 en-suite study bedrooms.

Biological Services Unit:

- Facilities for contract research services,

including separate specific pathogen-free and gnotobiotic laboratories.

HAWKSHEAD CAMPUS

The Hawkshead Campus accommodates the last three years of the BVetMed programme along with the veterinary nursing programmes and a range of postgraduate programmes including intern and resident training.

The Campus is broadly arranged in four key zones separated by green spaces to enhance the environment:

- Residential and recreational
- Teaching and administrative
- Research
- Clinical.

Residential and Recreational:

- The Student Village (191 en-suite study bedrooms, with two for disabled use, and common living spaces), College Close (89 rooms, one for disabled use) with common living spaces, and Odiham Hall (30 rooms predominantly for short-term rental)
- The Advice Centre, offering support, information and guidance for students including wellbeing, disability and finance
- Conference facility comprising a restaurant, meeting and conference rooms and hotel-style bedrooms
- Hawkshead House, the original estate house, providing student social facilities, SU offices and shop and Infrastructure Services Department offices
- Sports and Wellbeing Centre
- Extensive outdoor sports facilities.

Teaching and Administrative:

- Teaching and Research Centre (TaRC) housing the main reception, laboratories, practical classrooms and offices
- Eclipse Building, providing teaching accommodation, Learning Resource Centre, office space, social learning space, meeting rooms, library archives, a coffee shop and student services space
- The RVC Alumni Lecture Theatre (capacity 327)
- Link Building, providing research laboratories, a teaching room with multi-headed microscopes, and offices for academic and support staff
- Mill Reef Building, which provides a necropsy hall and associated facilities including a 199 seat lecture theatre, diagnostic clinical laboratories, offices and a seminar room
- Kalanisi building, temporary office space
- Clinical Block, an original 1950s building with a range of research laboratories, offices for academic and support staff and a small pathology

⁴⁵ 038 Camden Campus

⁴⁶ 039 Hawkshead Campus

⁴⁷ 040 Boltons Park Farm

⁴⁸ 041 Campus Maps / Site Plans

⁴⁹ 042 Beaumont Sainsbury Animal Hospital

⁵⁰ 043 London BioScience Innovation Centre (LBIC)

museum. This building is due for replacement commencing in 2019 as part of the Hawkshead Estate Development Project

- LIVE centre, housing the Centre for Excellence in Lifelong and Independent Veterinary Education, clinical skills laboratories, a student computer room and communication skills training suite and staff offices
- Biosecurity changing facilities.

Research:

- Centre for Emerging, Endemic and Exotic Diseases (CEEED), which houses high standard containment laboratories for infection and immunity research, offices and meeting spaces
- One component of the Biological Services Unit (BSU), which comprises a range of barns and similar units providing accommodation for different species of research animals
- Structure and Motion Laboratory buildings accommodating a flight barn, locomotion barn and related facilities
- Clinical Investigation Centre, housing a range of laboratories focused around clinical research with accompanying office and administrative facilities for the Clinical Investigation Unit and clinical research track academic faculty.

Clinical:

- The Queen Mother Hospital for Animals (QMHA), Europe's largest teaching hospital for small animals, including a range of teaching and student spaces and administrative facilities
- Large Animal Clinical Centre (LACC), including teaching and student spaces
- Equine Referral Hospital (ERH) which comprises surgical and intensive care facilities alongside a diagnostic imaging suite and accommodation for clinical cases, including intensive care and separate isolation facilities
- Farm Animal Clinical Centre (FACC) which comprises surgical and medical facilities for production animals.

Boltons Park Farm:

- The farm consists of 200 hectares, mainly grazing grass supporting 150 Holstein Friesian milking cows and 70 heifers with 500 mixed breeds sheep
- Accommodation for farm animals with associated teaching facilities
- Another component of the BSU
- Biosecurity changing facilities
- Classrooms.

TEACHING PREMISES

The main lecture theatres and directed learning facilities on both campuses have been expanded and upgraded as part of a rolling programme of improvements since 2012/13. The capacity of lecture theatres has been increased with the Great Hall (Camden) seating 250 and the Alumni Lecture Theatre (Hawkshead) seating 327.

Since the last cycle of accreditation visits, directed learning facilities have been expanded and upgraded to meet present and future requirements. The three directed learning rooms in the Eclipse Building, Hawkshead all now seat 60 and the refurbishment of the directed learning rooms at Camden has also provided an additional new seminar room. Full details of theoretical, practical and teaching rooms are provided at Appendix 3: Standard 3 Tables 3.1 - 3.3⁵¹.

RECREATIONAL FACILITIES

In the last three years the Camden Campus gym facilities have been increased by providing additional areas and an expanded range of equipment to augment the existing fitness studio. Students in Camden also have discounted access to excellent gym and swimming facilities at the UoL.

At Hawkshead, the College has invested in a new Sports and Wellbeing Centre (completed in 2017), which houses a four-court sports hall, dance studio, climbing wall and gym. The College has its own sports fields, which include a recently refurbished sports pavilion, a floodlit multi-use games area, three football pitches, a rugby pitch, a cricket square and two hard playing surfaces for tennis/netball. In addition to the above, there are Student Union recreational, social and office spaces on both campuses.

STUDY AND LOCKER FACILITIES

Social learning facilities have been significantly expanded and improved on both campuses in recent years, with the first of several major developments in this area being delivered in 2016/17 at Hawkshead with the opening of the Eclipse Social Learning Space. This provides a range of choices in terms of types of seating from open plan to technology-rich booths and bookable (by students only) group work rooms. Access to power sockets, high-density Wifi and a variety of white board styles are key aspects. Student input was a key factor in the design of this well-used space.

The refurbishment of the Camden LRC in 2017/18 provided a new library space with an additional 58 reader places formed of similar technology-rich open plan seating.

Personal storage spaces for students on campus have recently been expanded and updated.

FOOD AND BEVERAGE FACILITIES

Restaurant facilities offering hot meals, sandwiches and snacks are provided on both sites between 12:00 and 14:00 Monday to Friday. Capacity has increased to 200 in Hawkshead and 150 in Camden to meet present requirements.

Cafeteria facilities operate from 08:00 to 17:00 Monday to Friday at Camden and 08:00 to 18:00 at Hawkshead. These offer hot drinks, sandwiches and snacks throughout the day. Outside the operating times of the restaurants and cafes, vending facilities are available 24/7 for hot drinks and food on both sites. Kitchenettes have

⁵¹ 044 Premises and capacity

recently been provided in a range of common spaces to improve and extend the facilities available.

When students are training in the hospitals, student common rooms are available with facilities for hot drinks and microwave meals.

Residential student accommodation on both campuses contains shared kitchen/dining facilities.

PREMISES FOR ANIMALS

Animals available for teaching or research are housed in a number of locations across the College including Boltons Park Farm, the BSUs, and as inpatients in the College's hospitals. Animal holding and isolation facilities have been refurbished to meet current standards and increase the extent of available specialist environmentally controlled areas. The equine stabling at Hawkshead was replaced by larger facilities in 2016.

Additional facilities at Boltons Park Farm to house an extra 90 head of cattle, increasing the herd size to 150, were completed in early 2018.

PREMISES USED FOR CLINICS AND HOSPITALS

The number of animals that can be accommodated is detailed in Appendix 3: Table 3.4⁵². There are also a number of centres utilised by the Shelter Medicine Programme including the RSPCA and Wood Green.

ON CAMPUS VETERINARY TEACHING HOSPITALS

Approximately 70% of the core Intra-Mural Rotation (IMR) weeks are delivered in the College's teaching hospitals, which are split across the two campuses – see **Standard 4**.

SMALL ANIMAL AND EXOTICS

The BSAH in central London is a seven full-time equivalent veterinarian small animal general practice accredited to RCVS PSS Hospital Standards. The hospital has undergone extensive renovations over the last five years. These have included new operating theatres, treatment rooms, consulting ward and exotics facilities, digital radiography, ultrasound, endoscopy, an in-house laboratory and student rest and learning spaces. The BSAH delivers first opinion services to small mammals and exotics, as well as offering a referral service for these species.

Small animal referral services are provided by the College's Small Animal Referral hospital located in the QMHA at Hawkshead, which also offers a separate first opinion Out of Hours and Emergency Service to 44 local first opinion practices.

The QMHA has its own dispensary, isolation facilities, digital radiography, computed tomography (CT), magnetic resonance imaging (MRI), emergency room and Intensive Care Unit (ICU) and is currently the only accredited Level 1 VECCS Veterinary Trauma Centre outside North America. The QMHA has benefitted

from significant recent investment in a new CT scanner, operating theatres, plant and environmental control equipment as part of a Forward Plant Replacement Plan.

LARGE ANIMALS

RVC Equine offers general practice ambulatory and hospital services to horse owners in Hertfordshire and adjacent counties. Our hospital specialist team also accept referral cases and facilities include a separate dispensary (shared with the FACC) computerised gait analysis, low field MRI, standing wide bore CT, scintigraphy, photo-electric chemotherapy for sarcoids, and isolation facilities. The FACC also offers individual farm animal medicine and surgery services with boxes adapted for camelids, bull handling and crush facilities, and access to equine diagnostic imaging and surgical facilities.

DIAGNOSTIC LABORATORIES AND CLINICAL SUPPORT SERVICES

A comprehensive on-site clinical and anatomical pathology service⁵³ supports all of our clinical activity, providing Haematology, Biochemistry, Microbiology, Cytology, Anatomic pathology (including biopsy and post mortem examination) and Farm Animal Pathology and Diagnostics (FAPD) services. Laboratory facilities include up to date biochemistry, and haematology analysers. The Necropsy Hall and associated facilities are located in the Mill Reef building.

ISOLATION FACILITIES

The College maintains dedicated, species specific, isolation facilities in each of its clinical centres. These facilities are operated and managed under strict biosecurity guidelines and protocols in accordance with the College's Infection Control and Biosecurity Committee requirements. All protocols are reviewed and approved by each Centre's Clinical Governance and Hospital Management Committees, who also monitor infection morbidities, review biosecurity reports and update Standard Operating Procedures where necessary. All students are briefed in these protocols and utilise them whenever relevant.

SLAUGHTERHOUSE FACILITIES

The College currently has contracts with commercial abattoirs (Long Compton abattoir in Warwickshire and the Langford abattoir which is also part of the University of Bristol). Both of these abattoirs slaughter cattle, sheep and pigs. Long Compton abattoir also slaughters sows and water buffalo.

FOODSTUFF PROCESSING UNIT

The students currently have access to two foodstuff processing units during their rotations. One is the cutting and food processing plant that is part of Long Compton abattoir (FACS/Pathology rotation) as referred to above. The other is a dairy processing plant at Lyburn Farm that is currently part of the Endell rotation. This processing plant is an integrated system, with the milk being harvested from the dairy farm onsite. There the students have the opportunity to witness the steps and controls

⁵² 045 Hospitalisation places 2018

⁵³ 046 Pathology Diagnostic Laboratory Services

(i.e., HACCP, Good Manufacturing and Hygiene Practices) involved in the preparation and preservation of different types of cheese. This provides the students not only with a better understanding of food technology involved in dairy production but also with the economics of dairy production and potential public health risks associated with the sector (e.g. bovine tuberculosis, listeriosis, E. coli O157).

WASTE MANAGEMENT

Waste is managed within the appropriate statutory regimes.

Clinical waste is treated according to European Waste Catalogue (EuWC) codes (Appendix 1: Table 7⁵⁴). The hospital clinical areas are equipped with foot pedal bins with clinical waste bags, small rigid containers for contaminated sharps and large rigid containers for contaminated bottles and syringes and in the pharmacy, a pharmaceutical waste bin. Locked areas are provided for waste to await collection by the workplace services contractor for the College and waste consignment notes are provided on every collection by the contractor. Collections are normally carried out three times a week.

All areas of patient activity are currently treated as sources of clinical waste and fall under the EuWC code 180202. The yellow clinical waste bags have our details printed on, sharps go into yellow lidded containers with the same waste code 180202, pharmaceuticals in the pharmacy with waste code 180208, empty syringes and bottles into large yellow rigid containers under waste code 180208 and cytotoxic waste into purple lidded rigid containers under code 180207.

Radioactive iodine waste is managed within a controlled area and activity is monitored by a Geiger counter. Upon satisfactory decay it is disposed of into the clinical waste stream.

All laboratory waste resulting from diagnostic testing is treated as clinical waste as a safety precaution. In summary:

- Laboratory waste (not glass or sharps or Microbiology) into yellow clinical waste bags (any consumables such as pipettes which may be capable of puncturing the bag are placed in a box or plastic container prior to the yellow bag)
- Microbiology lab waste is autoclaved prior to placing into the yellow clinical waste bags
- Laboratory waste (sharps/glass) into sharps container
- Laboratory waste (tissue) into hoppers in PM room for incineration
- Laboratory waste (non-contaminated glass) into 60l bin.

The QMHA is currently reviewing the waste guidelines in accordance with the BVA good practice guide. General domestic waste is managed via bins provided

near offices and food places which have the option for recyclable or non-recyclable waste.

TRANSPORT

The College is committed to the principles of its Green Travel Plan and, in particular, to the encouragement of a modal shift in travel to and from Hawkshead. In working with the local Parish and Borough Councils and other internal and external stakeholders we seek to improve local road-related infrastructure. A frequent free shuttle bus service operates between Hawkshead Campus and Potters Bar railway station. This service is well used by students and staff and usage statistics are provided at Appendix 1: Standard 3 Table 8⁵⁵. Other measures such as a lift share scheme are currently being implemented by the Transport Management Group which reports to CEC.

SAFETY COMPLIANCE

The Corporate Health and Safety team delivers a comprehensive, proactive service to protect and enhance the health and safety of staff, students and other users of the College. Its work ranges from provision of expert advice, developing strategies, policies, guidance and safety management systems, setting standards for risk management, training provision, to the monitoring of health and safety performance. Health and safety is treated as an integral part of good business practice with processes and training of both staff and students designed to meet and/or exceed safety responsibilities and legal requirements.

The College Safety Committee (SC) reports directly to both the CEC and to College Council. The Committee is responsible for formulating policies to promote health, safety and welfare of staff, students and visitors. The membership includes Heads of Department, senior laboratory managers, Students' Union representation and Trade Union Safety Representatives. The Committee, on behalf of the College Council, monitors the operation of policies and procedures.

The following working groups report to the Committee:

- Infection Control and Biosecurity Group
- Radiation and Chemical Safety Group
- Animal Handling and Clinical Activities Working Group
- Safety Training Group
- Infrastructure Services Safety Group
- Genetically Modified Organisms Safety Committee
- Staff Health and Wellbeing Group.

Compliance with legislative requirements and best practice is monitored through a range of proactive mechanisms, including a regular programme of inspections and audits. Reactive mechanisms are used to identify incident trends which lead to targeted actions formulated at the College SC. Performance and compliance are reported on a quarterly basis to the SC and to College Council.

⁵⁴ 047 Waste Management

⁵⁵ 048 Transport – Shuttle bus usage

The College's commitment to equality of opportunity and the promotion of diversity is reflected in our safety systems and through the application of appropriate control measures to ensure the safety of persons with health issues or disabilities, whether permanent or temporary. These measures to discharge our duty of care create a safe and healthy environment for work and study that ensures access, egress and arrangements in the event of emergency situations.

FACILITIES MANAGEMENT PLAN

We take a proactive approach to facilities management, with a five year rolling plan for maintenance, minor and capital works. All physical assets are inspected regularly and the information is collated to update the maintenance plan. Works are completed with due regard to the following:

- Legislative and institutional compliance
- Continued operation of College facilities
- Reducing the College's environmental impact
- Enhancement of the student experience
- Spend to save.

Operational maintenance is procured and delivered generally on the basis of Service Level Agreements, incorporating KPIs, which are monitored regularly by the estates team to ensure quality of service delivery is maintained.

Reactive maintenance is recorded using facilities management software through the Estates One Stop Shop (EOSS) system on the College intranet to which all staff and students have access. When requests are received, they are prioritised and issued to the relevant section for action.

STRATEGY AND PROGRAMME FOR MAINTAINING AND UPGRADING BUILDINGS AND EQUIPMENT

The College's updated Masterplan for the future development of the built estate at Hawkshead has recently been approved by the local planning authority.

This articulates the planned and potential future needs for sustainable estates development and identifies likely areas of the Campus which may be re-developed in the future. This collaborative approach to the planning process is vital given the Hawkshead Campus's Green Belt location and the need to ensure the College continues to provide state of the art facilities for all of its activities.

Planning and development of the College's estate and facilities is the responsibility of the Infrastructure Strategy Group. Implementation of agreed plans is the responsibility of the Infrastructure Project Management Group⁵⁶. All major initiatives require approval by the FGPC of Council and Council itself, which maintain executive and governance oversight of capital developments and lead on infrastructure strategy and supporting policies to ensure a "fit for purpose", sustainable estate.

The College has completed a number of energy efficiency projects as part of a wider commitment to reducing energy consumption. During the period between 2011/12 and 2017/18 we have achieved our goal of reducing gas and electricity consumption by 20%.

ADEQUACY

The College has invested significantly, over an extended period, in providing new and refurbished facilities. The most visible examples are shown in Appendix 1: Standard 3 Table 9⁵⁷, but there are also numerous less visible, but nonetheless important, smaller scale projects which contribute to the continuous enhancement of the learning environment.

CONSIDERATIONS FOR FUTURE IMPROVEMENT

A £45m (\$59m US) development will provide a new set of buildings at the heart of the Hawkshead Campus. The new facilities will include flexible-use lecture theatres of 400 and 150 seats, directed learning rooms, a new LRC, expanded social learning space and café facilities, a live animal teaching facility, greatly expanded dissection rooms and student changing and storage facilities, and expanded research facilities with targeted opportunities for collaborative partnerships with research start-ups.

A £14m (\$18.3m US) investment at Camden has repurposed and refurbished the Hobday building. The first phase of the project was completed in 2017/18 with the introduction of a new LRC and teaching rooms. The second phase will continue through 2018 with completion scheduled for January 2019. The project will deliver student social learning spaces, an extended dining facility, a larger student common room, new and upgraded teaching rooms, research laboratories, staff common room, and a Student Centre that will become a one-stop shop for student welfare and administrative enquiries.

⁵⁶ 049 Governance of Infrastructure Projects

⁵⁷ 050 Adequacy of Facilities – Capital Projects

STANDARD 4: CLINICAL RESOURCES



STANDARD 4: CLINICAL RESOURCES

High quality animal care and outstanding clinical activity lie at the heart of the College's mission, and access to a buoyant and varied clinical caseload across species is central to our model for the delivery of a comprehensive clinical education for the veterinarians of the future.

A central plank in our educational philosophy is to provide clinical training through small group teaching in real-life situations delivered by trained clinical educators whose clinical acumen and currency is maintained through regular on-clinic commitments, regardless of their seniority. Having these individuals contributing to the dual missions of teaching and clinical care is also an important contributor to the economic viability of our clinical teaching programmes.

There are also opportunities for further supplemental income from various clinical research opportunities. Contact with healthy animals for animal husbandry and practical animal handling experience (spanning companion, production and laboratory animals) early in the programme paves the way for competent and safe interaction with healthy and sick animals at the group and individual level later in the programme.

We aim to provide a balance of first opinion and referral medical and surgical caseload across all major species to support a core rotation programme that underpins the need to prepare students to be clinically competent in general practice, as well as providing a range of tracking options to match students' particular interests or needs.

The caseload also needs to be sufficiently numerous and varied to support our postgraduate clinical training programmes. Finally, in addition to clinical learning opportunities, an appropriate clinical caseload facilitates development of the clinical research that underpins our clinical care, and gives students first-hand exposure to the development of evidence-based medicine.

The range and quality of the clinical services we provide, both through College hospitals on campus and our partners' facilities off site, are under constant review for quality and quantity of clinical opportunities, to ensure we have the best possible mix to meet needs of both students and faculty within the constraints of the veterinary market.

College owned and operated campus-based teaching hospitals provide the majority of clinical caseload in small animal, exotic animal and equine practice, with farm animal clinical practice (both individual animal and herd health management) provided predominantly through key practice partnerships, supplemented by our own individual farm animal clinical services.

College teaching hospitals enjoy the comprehensive support of our Pathology and Diagnostic Laboratory Services⁵⁸ that deliver routine and specialist clinical pathology, biopsy and post-mortem services to ensure

students are exposed to an integrated approach to case management across the disciplines and species.

STRATEGIC PLAN

Our goal is to continue to expand the College's clinical activities to ensure clinical case material is available in quality controlled learning environments in sufficient quantities not only to accommodate the student cohorts but also to maintain our reputation within the profession. Our strategy for clinical provision encompasses growing our own teaching hospitals through both an increased caseload as well as the establishment of advanced and unique clinical services which set us apart from other specialist centres. These advanced diagnostic and therapeutic offerings are achieved through clinical leadership and research, supported by investments in our people and facilities, and working to develop the culture needed to optimise the quality, range and capacity of the services we offer.

We are providing more general practice (GP) and primary care capacity with a concomitant decrease in emphasis on referral activities for core teaching of undergraduates. This activity is supplemented by developing mutually beneficial partnerships with third party organisations in complementary areas.

TEACHING CASELOAD ANIMAL HANDLING AND HUSBANDRY

The College has access to a range of healthy animals for training students in animal handling on site. These facilities are at Boltons Park Farm⁵⁹(BPF), and the BSUs are at both Camden and Hawkshead. To safeguard their welfare, animals used for teaching are maintained in sufficient numbers to ensure their "teaching duties" are limited. Our dairy herd size at BPF has been increased over the last 12 months through the provision of additional winter and dry-cow housing to ensure our milking herd numbers are increasing at a rate exceeding our increased student numbers.

Activities carried out at BPF include animal handling practical sessions (year one), body condition scoring, foot trimming, turkey slaughter and rectal examination (year three) together with a range of activities for students on clinical rotations (years four and five) that include disbudding, calf castrations and fertility monitoring.

PRACTICAL ANATOMY

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

HOSPITAL CASELOAD

An underpinning principle of all our clinical facilities is the integration of the students into the overall activities of

⁵⁸ 046 Pathology and Diagnostic Laboratory Services

⁵⁹ 051 Boltons Park Farm

any particular service and the hospital in general. Through the College's various expansion activities the year-on-year growth in on-campus clinical caseloads has meant adequate numbers of cases per student have been maintained despite the student number growth during this period. The only exception to this parallel growth has been the individual farm animal medicine and surgery service where the expanded caseload has been achieved through enhanced off-site partnerships.

All patients seen in our veterinary teaching hospitals contribute directly or indirectly to our educational mission and our students are involved in almost every case. The integration of students into our service delivery is explained to owners and clients and presented as one of the benefits of accessing care through a university veterinary teaching hospital.

All our facilities meet the requirements set out in the RCVS Practice Standard Scheme⁶⁰. The QMHA⁶¹ and Equine Referral Hospital⁶² (ERH) have been awarded "outstanding" in the following categories:

Equine Referral Hospital

- Client service
- In-patient service
- Team and professional responsibility
- Diagnostic services.

QMHA

- Team and professional responsibility
- Diagnostic services
- Emergency and Critical Care.

SMALL ANIMALS AND EXOTIC PETS

The continued expansion of the small animal (dog and cat) first opinion caseload in the Camden Campus's BSAH⁶³ along with the establishment of an expanding exotic pet service there, has enabled us to double the number of student weeks offered in this busy, inner-city practice. The hospital building has been extensively remodelled and refurbished to improve facilities for patient care and provide a contemporary working environment for staff and students. Further improvement work is currently underway.

Expansion of an innovative Shelter Medicine and Accessible Care Programme with an increased number of charity sector partners and an additional week of primary care with the charity-focused Blue Cross⁶⁴ in central London, provides students with further excellent exposure to a wide variety of first opinion cases, work with behavioural cases, varied ethical discussions regarding euthanasia, biosecurity consideration and

focused surgical experience through an extensive neutering caseload of approximately 5.7 neuters per student per year.

Our Small Animal Referral Service operates from the QMHA at our Hawkshead campus and has seen growth in all of its speciality services. The QMHA represents one of Europe's largest and busiest small animal referral hospitals. The hospital was the first Veterinary Trauma Centre accredited by the American College of Veterinary Emergency and Critical Care⁶⁵ (ACVECC) outside North America.

A summary of caseload by hospital is set out in Appendix 2: Standard 4 Table A⁶⁶

EQUINE

Based in rural Hertfordshire, the county with the largest equine population in the UK, "RVC Equine"⁶⁷ offers first opinion ambulatory and hospital-based services to local horse owners as well as those in adjoining counties, along with referral services to professional colleagues in the region.

As reported below, our ambulatory practice has grown by around 4.5% over the last five years. Visit patterns also include "yard visits" at which multiple animals are seen on a single call, resulting in an understating of the numbers of consultations actually carried out by the equine practice. It is now a 7.4 veterinarian practice, and provides the capacity needed for its inclusion as a core rotation for all our students.

In a highly competitive overall market, the number of cases referred to our hospital facility has started to increase significantly following the introduction of a number of innovative clinical techniques and customer-focussed service initiatives.

In addition to the core rotations provided at Hawkshead, our students have additional options for tracking rotations in equine diagnostic imaging along with additional ambulatory and specialist equine hospital activities with partner providers.

A summary of hospital caseload is set out in Appendix 2: Standard 4 Table A.⁶⁸

A summary of caseload by ambulatory/field service programme is set out in Appendix 2: Standard 4 Table B.⁶⁹

⁶⁰ 020 RCVS Practice Standards Accreditations and Awards

⁶¹ 052 Queen Mother Hospital for Animals

⁶² 053 Equine Referral Hospital

⁶³ 054 Beaumont Sainsbury Animal Hospital

⁶⁴ 055 Blue Cross Victoria Animal Hospital

⁶⁵ 056 American College of Veterinary Emergency and Critical Care

⁶⁶ 057 Teaching Hospital

⁶⁷ 058 RVC Equine

⁶⁸ 057 Teaching Hospital

⁶⁹ 059 Ambulatory/Field Service Programme

POPULATION MEDICINE AND VETERINARY PUBLIC HEALTH

Students are exposed to a wide variety of production animal cases through two-week core rotations run at Synergy Farm Health⁷⁰ in Dorset and the Endell Veterinary Group⁷¹ in Hampshire together with a week Farm Animal Clinical Services (FACS) core rotation run from the Hawkshead Campus.

These three core rotations provide students with key day one training at both the individual animal and herd health level. During the two weeks at Synergy and Endell, focus is on primary production animal training in cattle and sheep herd/flock medicine. The FACS rotation delivers a small but varied caseload of individual medicine and surgery cases by offering farm animal veterinary services to local practices, many of which do not routinely manage these species.

Although on-campus caseload numbers are low, significant teaching value is extracted from each case, student satisfaction is high and this caseload is complementary to the larger first opinion caseloads and herd visits that students encounter when on rotation with our practice partnerships.

In addition to practice based teaching, our core farm rotations also integrate key elements of relevant veterinary public health teaching in order to truly emphasise the ‘farm to fork’ ethos and the importance of veterinary involvement within the food chain and the production of safe and sustainable food.

The Synergy rotation includes visits to Langford abattoir, a local “knackers” yard as well as teaching and computer-assisted learning activities around meat inspection and zoonotic diseases in farm animals (e.g. bovine TB). The Endell rotation includes a visit to an integrated milk and cheese producer where food technology and food safety associated with dairy production systems are covered. Our FACS rotation includes a visit to a red meat commercial abattoir with an allocated cutting plant that is facilitated by our Veterinary Public Health faculty. Pertinent issues such as responsible use of antibiotics and antimicrobial resistance are embedded and emphasised throughout all of our farm rotations complementing the messages delivered elsewhere in the programme.

Tracking rotations provide students with the opportunity to advance beyond day one training and are well suited to those who intend to specialise in farm animal practice after graduation. The choices are all two week rotations based at Kingston Maurward College⁷² in Dorset, Torch Farm Vets⁷³ in Devon and the Utrecht University⁷⁴ Farm Animal Hospital.

Our partnerships with specialist external farm practices

has significantly increased the exposure of our students to farm animal general practice caseload.

A summary of caseload by ambulatory/field service programme is set out in Appendix 2: Standard 4 Table B⁷⁵

A summary of herd/flock health caseload is set out in Appendix 2: Standard 4 Table C⁷⁶

ZOO ANIMAL

We offer students the opportunity to gain first-hand experience in zoological medicine across all taxa (from invertebrates to mega-vertebrates) on a rotation that includes preventive medicine protocols and practices, reactive clinical work, pathological investigation and self-directed learning. Students have the opportunity to consolidate clinical competencies on this rotation, but in species and settings not otherwise experienced.

PATHOLOGY AND DIAGNOSTIC LABORATORY SERVICES

Students undertake core and tracking rotations with pathology and diagnostic services. These rotations provide training in clinical and anatomic pathology utilising case material from both our hospitals and various practices that use our pathology services. The teaching of cytology, biopsy, post mortem and forensic examinations performed on this varied caseload are supplemented by access to our extensive diagnostic archives to reinforce principles, for review and revision and also for undergraduate research projects.

UNIQUE CLINICAL EDUCATIONAL RESOURCES OR PROGRAMMES

The College established the first and still the only veterinary-themed Centre for Excellence in Teaching and Learning (CETL) in the UK. The Centre is housed in our clinical veterinary education hub which focuses on capturing and expanding best teaching and learning practice in veterinary education. One product of this initiative is the College’s internationally recognised, unique portfolio for veterinary teacher development, its PG Certificate/ Diploma/MSc in Veterinary Education, is accredited by the HEA for Associate and Fellowship recognition, and the Diploma and MSc take teachers from around the globe to advanced levels of skills for discipline-related pedagogical research.

The College was the first UK veterinary school to establish a clinical skills learning laboratory, containing mannequins, simulators and virtual reality devices. The clinical skills team and the clinical skills laboratories are based in the LIVE building. This facilitates student ‘drop-in’ access during usual working hours and one late evening per week. There is also provision for students in their final year to access the labs out of hours, so they can use the facility at times more convenient for their rotation groups.

⁷⁰ 060 Synergy Farm Health

⁷¹ 061 Endell Veterinary Group

⁷² 062 Kingston Maurward College

⁷³ 063 Torch Farm Vets

⁷⁴ 064 Utrecht University

⁷⁵ 059 Ambulatory/Field Service Programme

⁷⁶ 065 Herd Flock Health Programme

The clinical skills laboratories house a range of mannequins and simulators the students can use, either within one of the many structured timetabled sessions, or in the free-access drop-in sessions. These enable the students to practice with their peers, or ask for support from the clinical skills team who will assist 1:1 on an ad hoc basis as required. The skills range from theatre skills such as suturing, gloving/gowning, to anaesthesia, CPR, laboratory based skills, L/A skills using one of the full sized horses or cow, to name but a few. Recent additions to the simulator and mannequin resources include a colic simulator model, equine vascular access simulator, and ‘blacksmith buddy’ for farriery practice. The team have recently authored a book “The Clinical Skills Centre Manual, Coombes & Silva-Fletcher” to incorporate the day-to-day teaching resources used in the clinical skills laboratories, as well as the supporting pedagogy behind it.

Our recent “students as creators” initiative has meant our students are not just passive consumers but are actively involved in creating and validating clinical skills stations. Our students are creating their own evidence based teaching opportunities.

Objective Structured Clinical Examinations (OSCEs) along with Direct Observation of Procedural Skills (DOPS) reinforce and underpin the learning outcomes on clinical rotations. By creating objective and measurable examinations in a broad range of clinical competencies, students have become far more proactive in obtaining training, and ultimately competency, in these skills.

Development of communications skills is achieved through staged teaching and learning throughout the BVetMed programme. This teaching initially uses carefully designed scenarios with professional role-players as simulated clients and is progressively designed to develop skills in client communication and awareness of a range of professional issues which are then further developed through ample opportunities for client communications while on clinical rotations. Targeted clinical material (e.g. companion animal neutering and dental programmes, rehoming centre health checks) is recruited through collaborations with various charities. Additionally, students gain additional exposure to first opinion case material through collaborations with a range of first opinion partner practices.”

The development of busy small animal and equine emergency services together with our farm animal clinical provisions have increased student exposure to both emergency medicine and to animals with acute illnesses. Currently our small animal hospital provides out of hours (OOH) cover for 40 practices in the region and our equine and farm animal services offers a full OOH service to a broad range of practices within a 50 mile radius of our Hawkshead campus. In order to ensure all students gain full advantage of this emergency caseload, there are two specific core rotations (one for small animals and one for large) dedicated to OOH veterinary services.

The comprehensive suite of veterinary nursing education programmes offered by the College ensures the clinical environment is constructed around, and fully supportive of, the concept of the “veterinary team” as the principle unit for the optimum management of animal health. This is further reinforced through the provision of an on-site small animal physiotherapy service exposing students to the benefits of scientifically based physiotherapeutic principles for patient rehabilitation, especially relevant for orthopaedic and neurology cases. A routine farriery service offers all students an opportunity to develop an understanding of, and basic skills in, the principles of farriery.

OFF-CAMPUS INSTRUCTION: EXTRA-MURAL STUDIES

The College incorporates a range of off-campus instruction into its programme, both in the form of distributed intramural clinical rotations aimed at maximising clinical case load exposure as well as Extramural Studies (EMS) as required by the RCVS (see **Standard 9**).

CLINICAL ROTATIONS: OFF-CAMPUS FACILITIES

There are two broad categories of off campus rotations:

- As part of a full College supervised rotation (SR) with veterinary services delivered by College employees
- As part of a programme fully hosted by a partner through a Critical Relationship (CR) in which veterinary services are delivered by partner employees.

There are 12 locations for off-campus clinical instruction. These comprise sites carrying out both “core” (mandatory) rotations and “tracking” (elective) rotations where students choose to study in their own areas of interest.

Learning outcomes, student numbers, standardised processes (standards of supervision, formative and summative feedback, non-institutional based faculty qualifications) and, where appropriate, residential accommodation are all agreed in contractual arrangements between participating sites and the College.

All sites are listed below and appear in more detail in Appendix 2: Standard 4 Table D⁷⁷.

Small Animal

- Blue Cross Hospital, London (SR) – one-week core
- RSPCA Centre, North London (SR) – part of one-week core rotation (Shelter Medicine Practice)
- Wood Green Animal Centre, North London (SR) – part of one-week core rotation (Shelter Medicine Practice)
- Wood Green Animal Centre, Kings Bush Farm, Godmanchester (SR) – part of one-week core rotation (Shelter Medicine Practice).

⁷⁷ 066 Off-Campus Facilities

Equine

- Bell Equine Veterinary Clinic, Maidstone, Kent (CR) – two-week track rotation
- Buckingham Equine Vets, Wicken, Buckinghamshire (CR) – two-week track rotation

Production Animal and Public Health

- Farm Animal Practice - Synergy, Synergy Farm Health Ltd. Evershot, Dorset (CR) – two-week core rotation
- Farm Animal Practice – Endells, Endell Veterinary Group, Salisbury, Wiltshire (CR) – two-week core rotation
- FA1 – RVC-SE, Dorchester, Dorset (SR) – two-week track rotation
- FA2 Torch Farm Vets, Devon (CR) – two-week track rotation
- FA3 Utrecht University, Utrecht, Netherlands (CR) – two-week track rotation.

Zoo Animals

- Zoological Society of London (ZSL) London (CR) – two-week track rotation.

Off-campus facilities Appendix 2: Standard 4 Table D⁷⁸

DEVELOPMENT OF STUDENTS' SKILLS

The integration of students into aspects of service delivery is similar for on-campus and off-campus facilities. Student engagement is presented to owners and clients as both a requirement and one of the benefits of accessing care through our university veterinary teaching establishments on both a first opinion and referral basis. All patients seen by our services are thus potentially available for teaching, and in practice, our BVetMed students are intimately involved in all aspects of first opinion, referral and emergency patient management including:

- initial data collection (history, physical examination, determining and collecting minimum data bases)
- developing a sound clinical reasoning approach to the assessment and management of cases including a rational approach to the relevant application of a comprehensive range of diagnostic aids appropriate to the circumstances
- both carrying out and assisting with anaesthesia and surgery of hospital patients
- care of in-patients (including night duties) with daily client contact
- creation of discharge statements and establishing relevant follow-up
- creation and development of herd health plans
- review of case series for clinical audit and clinical research, in particular in students' clinical research projects.

INTEGRATION OF SUBJECT MATTER EXPERTS

The College has discipline and subject specific specialists in all recognised specialties in its hospitals and at its tracking rotations. Subject matter experts are involved

in the clinical training programme through the delivery of specific rotations both core (e.g. small animal surgery, equine medicine, small animal emergencies) and track (ophthalmology, oncology, cardiology, Farm Animal 1, Farm Animal 2, Farm Animal 3). Additionally subject experts are actively engaged in internal referrals within our hospitals and, as cases are allocated to students, the students gain exposure to relevant subject and discipline experts.

See also off-campus facilities Appendix 2: Standard 4 Table E.⁷⁹

MEDICAL RECORDS

Clinical activity in College hospitals is coordinated through integrated computer systems, although in some centres, daily clinical notes for in-patients, and anaesthetic records are still currently recorded on a comprehensive paper system.

All appointments and callouts are recorded in a common practice management systems (PMS), currently RxWorks, which is regularly updated and expanded to increase functionality. The PMS is used to manage clinical operations and transactions such as billing and invoicing, while the clinical notes and associated digital assets are recorded and stored in integrated software products. These include a bespoke clinical record information system (CRIS) which is currently running in the QMHA, ERH and FACC, a vendor-neutral archiving system (VNA), and a laboratory information management system (LIMS).

Computerised clinical data can be searched, and thus used in clinical research, using two bespoke search tools (VetMine and VetCompass) designed and developed at the College, as well as the direct search function in the PMS.

MAXIMISING THE TEACHING VALUE OF CLINICAL CASES

At scheduled points prior to rotations, students make visits to the CSC for training that enables them to gain practical experience and increase confidence prior to starting rotations. The CSC is open for extended hours in order that students have every opportunity for self-directed practice. Communication skills training takes place throughout the BVetMed programme, allowing students to benefit more from interaction with clients in the teaching hospitals. There are also programmes to enable familiarisation with the hospitals and ease the transition to clinical studies.

To facilitate the planning and equal access to learning opportunities during the 48 weeks of rotations, students are allocated to rotation groups, which are further subdivided into smaller groups for clinical teaching.

Students on rotations participate in all aspects of case management from the acquisition of the original standard minimum data base to the end-point of each patient's

⁷⁸ 066 Off-Campus Facilities

⁷⁹ 067 Description of training and evaluation of faculty

“episode of care”.

Specific cases are assigned to individual students who are required, with appropriate oversight, to take a significant level of responsibility for developing and delivering the patient management plan. Students are the principal individuals involved in data entry to the patient’s clinical record.

The case record information system (CRIS) is used for student-centred case follow-up, using various formats including specific case-centred data and more general retrospective case studies and clinical audit.

Daily student rounds are held, in varying formats, to discuss all cases and their management.

The goals of these rounds are to:

- illustrate rational clinical reasoning approaches to clinical problem solving and therapeutics
- ensure all students on the rotation are exposed to the above aspects of all cases on the rotation
- provide a forum for students to develop their communication skills and the opportunity to discuss and clarify all issues pertaining to case management
- create opportunities for knowledge transfer between students and clinicians
- afford opportunities for faculty to develop awareness of potential deficiencies in individual students and highlight these problems.

CLINICAL EDUCATION EXPERIENCE REVIEW

Effectiveness of the clinical educational experience is also monitored through performance in the final year examination, which is focused on clinical and professional decision making. In addition, graduate and employer surveys are conducted each year and the results carefully considered and relevant actions created in the Course Director’s Annual Quality Improvement Report (AQIR).

There are also two collective meetings (mid-year and end-of-year) attended by the Director of Rotations and Course Director where all rotations’ performances and students’ impression of their effectiveness are reviewed. These data from the biannual reviews are also collated and used to inform changes and modifications for future rotation cycles.

All students have the opportunity to provide formal written feedback on their experiences at the end of each rotation. These data supplement any verbal feedback provided by the students during their feedback interviews. Data are collated and distributed to rotation leaders (RL), the Head of Rotations and relevant Heads of Departments (HoD). The RL then discuss the comments with their teams allowing the relevant staff the opportunity for minor adjustments to be made within year.

All of the College’s off-campus facilities used for clinical training are of a standard comparable to those in the relevant intramural facilities. When average travel times from the Hawkshead Campus are over 90 minutes,

dedicated residential accommodation is provided for the student groups free of charge.

Each facility has dedicated learning spaces and identical access to all the on-line and digital learning resources available to those on campus.

ROTATION GROUP SIZE

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

All rotations also have a minimum of one intern and/or resident working with the student group. These ratios provide all students with significant opportunities for active interaction with their assigned faculty members and postgraduate clinical trainees.

PRACTICAL ANATOMY TRAINING

Practical anatomy training occurs in multiple rotations and in various formats. Examples include:

- physical examination and orthopaedic examinations utilising surface anatomy, an obligatory fracture quiz where recognition of bones and fracture locations are required and an obligatory intestinal suturing practical, where anatomy of the intestine is necessarily reviewed (although not explicitly stated), as well as anatomy of the abdominal wall for closure of laparotomy
- use of cadaveric material to review anatomy of bovine/ovine lower limb anatomy in the context of foot-trimming and surgical procedures of the bovine foot/digit together with equine lower limbs for anatomical review in the context of farriery practicals, distal limb local analgesia/nerve blocks, radiography of normal feet and normal radiographic anatomy and clarifying normal structures and relations radiographically through injection of synovial structures
- Palpating anatomical landmarks of soft tissue structures and identifying these on radiographs, together with palpation of anatomical landmarks in live horses
- the “Anato-farm” practical: anatomy revision on “Geoff” our painted horse and a number of his other painted fellow species.

Anatomy teaching in years one and two is centred on practical cadaver dissection as well as use of the more traditional prosected material, and is now increasingly complemented with plastinated demonstration material and digital resources.

Our plastination unit is a key development in our approach to anatomy teaching and its success now means that ~60% of our demonstration material is currently preserved in this new way. This makes the specimens more accessible, safer, and improves the environment for student study. With the addition of a second freezer and pump due imminently, this process will soon accelerate,

producing more, and a greater range of, high quality specimens for teaching. Linking the plastination process to an innovative embalming system, we now produce more realistic looking, longer lasting specimens which plastinate well. The creation of the Anatomy Club and dissection prizes means that students have become closely involved in this process, and learn from it.

Depending on the species and body system being taught, cadavers are either preserved, fresh, or frozen-thawed, and we make full use of every cadaver. All cadavers are sourced through registered suppliers and all are animals or parts of animals that were scheduled to be killed for other reasons. We have maintained our student/teaching material ratios as follows:

- four students per dog cadaver;
- two students per dog limb and four students per horse limb;
- seven to eight students per cadaver for teaching thoracic and abdominal anatomy of horses and ruminants.

We have a rotating group of resident live animals (two cows and two pairs of ponies “on duty” at any one time) for timetabled Integrated Structure and Function tutorials at a ratio of six students and a facilitator per pair of animals.

These tutorials reinforce students’ integration of their basic sciences knowledge of each body system in the context of the whole animal, as well as teaching surface and applied anatomy. We have re-written the objectives and support material for these tutorials to provide a facilitated learning experience that is consistent across student groups. We actively encourage, through an online booking system, students’ self-study around the live animals outside of timetabled teaching. We have formalised the animals’ husbandry with a substantial student involvement to develop the student knowledge of the care and behaviour of large animals, and hence confidence in handling. We have also made improvements to the paddock and stables, and increased frequency of rotation of pony and cow pairs between Camden and Hawkshead.

CONSIDERATIONS FOR FUTURE IMPROVEMENT

With increasing reliance on partnerships we will ensure the portfolio of distributed facilities provides more than adequate coverage and is robust to the loss of any one centre or practice. We will also continue to consider in detail the impact of corporatisation on our offerings and develop appropriate plans for establishing relationships where necessary or desirable. We will also pay close attention to the development of our own clinical facilities with plans for our major hospital developed by 2020.

Please see Appendix 3: Standard 4 RCVS Tables 4.1 - 4.5.⁸⁰

⁸⁰ 068 RCVS Tables 4.1 - 4.5

STANDARD 5: INFORMATION RESOURCES



STANDARD 5: INFORMATION RESOURCES

The College provides timely access to comprehensive information resources and to professionally qualified staff able to offer appropriate advice and guidance in support of student learning. We have been able to design our Learning Resource Centres (LRCs) as well appointed physical spaces while growing and developing both our library collections and the IT infrastructure which underpins many of the College's activities.

A group of experienced, committed library and IT professionals⁸¹ contribute to a high quality service, curated by a qualified librarian with four members of the LRC staff having postgraduate library qualifications. Library and IT staff sit alongside estates staff within Infrastructure Services which helps facilitate efficient delivery of services and systems, as well as providing a direct interface with the estates related capital development of the campuses.

The LRC also benefits from a team of student library helpers employed as first-line support, mostly during early mornings and evenings. This team has proved useful, not only in enhancing service delivery, but also through delivering more informal feedback than can be achieved through other channels.

PHYSICAL SPACES

The College operates LRCs at the Camden and Hawkshead Campuses as physical centres for library and IT services. Staff and resources regularly move between the two campuses. Patterns of use and demand tend to be different between the two LRCs and this is reflected in library opening hours⁸².

The level of demand for staffed opening hours is regularly re-assessed and adjustments made to match demands. The College is also a member of a collaborative university library access scheme which affords students reference use of most UK university libraries, including the UoL's Senate House Library and those of other London institutions.

Support for library and IT users during core hours is available in person, by email or telephone via a helpdesk that is operated from both LRCs. A third party provides specialist out of hours IT support between 17:00 and 08:00, 365 days per year. Students have the assurance that calls are logged in the service desk tool, issues immediately resolved, where possible, and reports of all logged calls passed onto College IT technicians each weekday morning. Students also benefit from the services offered via the College's mobile app (RVC Mobile), which include the ability to renew library loan materials, give access to the timetable and the Virtual Learning Environment (VLE) "RVC Learn"⁸³.

Both LRCs provide choices in terms of the type of

seating available ranging from silent study to open desks and single carrels to variety of social learning spaces. The latter provide various styles of seating arrangements including bookable and non-bookable technology-rich booths and rooms as well as smart whiteboards from which students can save their work to mobile devices.

The IT facilities in both LRCs are open 24/7 365 days a year providing students access to computers, various types of furnished space, printing, scanning and copying facilities and technology-rich areas where they are able to dock their own equipment to large screens. There are currently 323 open access PCs in total (155 at Camden and 168 at Hawkshead), plus 100 netbooks/laptops which are available on loan from the library helpdesks.

A centralised College PC replacement programme has its own ring-fenced budget ensuring replacement on a four-year cycle. Each computer has installed upon it a comprehensive software suite and this is refreshed on an annual basis. There is also a centrally operated managed print service which means students are able to send a document to print and then collect it at any of the approximately 140 multi-function devices across both campuses.

COLLECTIONS

The development of library collections is determined by the Collections Development and Management Strategy which articulates our objective to achieve breadth and depth in our collections while facilitating the widest possible access. The day to day responsibility for implementing this programme rests with the Learning Resources Librarian who liaises with faculty over reading list provision. On and off-campus access to electronic resources is via our resource discovery tool, known as SCOut (Search Content Out)⁸⁴ using the Athens⁸⁵ authentication service. Our aim is to make all of our resources available remotely, where licensing permits.

Despite pursuing active digital learning strategies, many students still value the availability of printed books. College policy is to minimise waiting times to borrow textbooks. The College operates a "You Say We Pay" scheme whereby any student or member of staff can email a dedicated inbox to request a relevant title or additional copies of a specific book. Library staff routinely amend each loan status depending upon modules being taught at any one time in order to ensure that relevant textbooks are made available with the maximum efficiency. We maintain a "library use only" collection of reading list textbooks which are always available.

The SCOut resource discovery tool enables students to search our electronic resources either together in one unified search or by separate elements of the collections. It is therefore possible to search all e-periodical⁸⁶,

⁸¹ 069 Library and IT Professionals

⁸² 070 Library opening hours

⁸³ 071 RVC Learn

⁸⁴ 072 SCOUT Searches 2014-2018

⁸⁵ 073 Athens Access Statistics 2013-2018

⁸⁶ 074 E-Journal usage 2013-2017

e-book⁸⁷ and library catalogue content for one term and receive a consolidated list of results. This is more efficient than searching individual resources and outputs can be migrated into bibliographic referencing tools.

STATISTICS

Details of a five-year comparison of information resources statistics relating to budgets, resourcing and collections are presented in Appendix 3: Standard 5 Table 5.1⁸⁸.

LEARNING RESOURCES SUPPORT

A range of online, face-to-face group and one-to-one user education sessions are delivered by library staff on both campuses. These range from basic library and IT skills to the use of SCOut, and novice and expert level instruction on referencing software packages. These sessions may be timetabled or booked in advance on a small group or individual basis, but are also often done on an ad-hoc, drop-in basis. The 2016/17 user figures are in Appendix 1: Standard 5 Table 16⁸⁹. Since 2016, students have had access to Lynda.com⁹⁰, which is an online training tool providing online learning materials on technology and business.

Weekly laptop clinics are also offered to students, who are able to book in advance or simply turn up, and these provide our technicians with a means of assisting with resolving technical issues with students' personal equipment.

INFORMATION TECHNOLOGY

The College has invested in its network architecture to ensure there is adequate capacity, speed and resilience, with data centres on both campuses. The IT staff team, which includes an IT Security Engineer, is highly skilled and qualified, and provides the College with a well-designed infrastructure architecture which is fit for both use and purpose. The College maintains a high-speed resilient connection to the outside world via the Joint Academic Network⁹¹ (Janet).

We continually upgrade our Wifi network which now comprises over 500 high-capacity Wifi access points providing comprehensive indoor/outdoor wireless coverage across both campuses and BPF. This is to ensure that there is sufficient capacity to match continual growth in demand by users of mobile devices and to provide new access to Wifi for users between buildings.

CLINICAL, RESEARCH AND BUSINESS SYSTEMS

The Software Development Group is responsible for support and development of software applications and for systems interfacing such as those supporting clinical, teaching, research and business activities. The team works to a series of prioritised objectives which align with the College's strategic goals. A dedicated software architect has oversight of the software architecture and interfacing of business systems and their development.

There are several major areas of activity with considerable financial and staff resource investment in this area. One such is the interfacing between clinical information systems. The College uses a standard practice management system, RxWorks, which is used for appointment scheduling, labelling and inventory management, and all financial transactions. Clinical data entry and management is generated and stored using a bespoke electronic clinical patient record (CRIS) which is used as the repository for all clinical information. Students enter the bulk of data into CRIS and can review individual cases as well as being able to retrieve relevant data sets using a data mining tool, VetMine, which allows searches to be carried out not only on clinical problems but also specific clinicopathological parameters.

CLASSROOM TECHNOLOGY

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

LEARNING TECHNOLOGY

The Learning Technology and Innovation (LTI) team within the Department of Learning and Wellbeing is a centrally placed team that works with colleagues across the College to design, implement and evaluate flexible learning solutions to enhance the delivery of the BVetMed curriculum.

The aim is to provide an integrated blended approach to learning that allows students to learn in different ways while developing digital literacy skills to aid their careers. The team works with faculty and students to understand how to create effective and engaging online learning solutions and integrate this with other modes of delivery such as lectures and directed learning sessions. The work of the LTI team includes:

- developing effective formative and summative assessment tools
- developing interactive learning objects
- production of podcasts and other digital video resources
- development of an RVC app
- developing a wide range of e-courses and e-CPD modules.

The team also coordinates the Bloomsbury Learning Environment⁹² group which brings together a network of e-learning teams from across the London area to share and disseminate good online practice through publications and events, and develop working

⁸⁷ 075 EBook usage 2013-2017

⁸⁸ 076 Library Statistics

⁸⁹ 077 User Education Activity

⁹⁰ 078 Lynda.com

⁹¹ 079 Joint Academic Network (JaNET)

⁹² 080 Bloomsbury Learning Environment

relationships with commercial platform suppliers.

The team has also developed a variety of commercial e-learning projects. The College is committed to ensuring the use of technology to enhance learning is student driven; this is reflected in the e-Learning Strategy which provides a roadmap for the introduction and development of new digital learning platforms.

The College's Virtual Learning Environment (VLE) "RVC Learn"⁹³, has been developed as a customisable and intuitive resource for students. It provides an area where students can participate in online tests and directed learning sessions, collaborate with their peers and communicate with their tutors. Students have their own dedicated portal through which they access RVC Learn, their home drives and online e-resources when off-campus. Key applications, e.g., RVC Learn, have been adapted for use on any mobile device.

The College engages students in teaching and learning by involving them in developing resources that facilitate more effective delivery of the curriculum. This approach, which is termed "Learning from the Learners", is based on the appreciation that our students are often more aware of the new ways of using technology to learn than faculty. Drawing on this insight, the College has benefited from a wide range of innovative student-led projects.

The College employs "Student Learning Technologists" in every year group of every undergraduate programme, and recruits a number of students every summer to assist on specific e-learning projects, thereby helping to ensure developments are more relevant to the learning styles and needs of the current student body.

The College has introduced and subsequently embedded a number of other innovative technology-based approaches in its teaching. These include the following:

- lecture capture: Echo360 lecture capture technology is installed in all lecture rooms, and its use is mandatory - the technology is synchronised with the timetable so that all lectures (audio synchronised with slides) are automatically recorded and up-loaded to the VLE shortly afterwards
- plastination: the College has pioneered the use of plastination to create animal post-mortem specimens that can be safely handled and re-used multiple times, to support learning in anatomy, physiology and pathology
- pot-casts: in common with other veterinary and medical schools the College's Anatomy Museum⁹⁴, which contains a comprehensive collection of anatomical specimens, is at the heart of its Anatomy teaching. Students' understanding of these specimens is enhanced through "pot-casts", simple audio guides that are downloaded to the student's mobile device via use/reading of a QR (Quick Response) code on the specimen's "pot".

The Department of Learning and Wellbeing is developing a holistic framework to deliver innovative, flexible and engaging curricular delivery models that promote wellbeing for staff and students. This will include continuing to develop the use of 'flipped classroom methods', e-assessments and voting technologies as part of an integrated approach to blended learning.

In addition to the rolling programme to upgrade IT infrastructure/classroom technology and the major investment at Camden, an LRC and other student facing spaces will form part of the new central campus building at Hawkshead with works commencing in 2019. Library and IT staff will be working with students and other stakeholders to plan and deliver exemplary new facilities (see also **Standard 3**).

CONSIDERATIONS FOR FUTURE IMPROVEMENT

The challenge for a small organisation is the need to invest in and maintain systems that support core functions common to any university, but with fewer resources than multi-faculty institutions. Specifically with regard to the student population, we will improve access to materials on, and functionality of, our VLE and other student focused digital interfaces, and, as far as possible, we will ensure that all materials are "mobile device compatible".

In the wider College consideration, we will implement a new research management system and put in place a programme of upgrading of our various hospital management systems.

⁹³ 081 RVC Learn

⁹⁴ 082 RVC Anatomy Museum

STANDARD 6: STUDENTS



STANDARD 6: STUDENTS

Students can enter the BVetMed programme through three separate pathways, all of which converge for a common final three years. The three pathways are:

1. the five year BVetMed programme; the standard programme for UK/EU school leavers.
2. the ‘Gateway’ pathway; a one-year foundation programme leading to the ‘standard’ five-year BVetMed programme. All students who successfully complete this ‘Gateway’ year are guaranteed a place on the five-year BVetMed programme or other five-year veterinary programmes offered by participating UK veterinary schools
3. the graduate entry programme. Students enrolled on this track must have successfully completed a three-year science based Bachelors or Master’s degree. After this separate year one programme, these students join the common final three years of the BVetMed programme.

STUDENT NUMBERS⁹⁵

These changes are consistent with our policy of increasing the number of domestic and international veterinary graduates and are in keeping with current estimates of the national requirements for qualified veterinarians and our need to generate income that will continue to facilitate continuous programme enhancement.

In terms of postgraduate students, there has been a steady increase in resident numbers over this period, reflecting the increased capacity of our clinics for advanced training and the demand for highly qualified veterinary graduates.

While our intern numbers have been relatively static for some time, the recent introduction of our Postgraduate Diploma in Veterinary Clinical Studies is the first step in our five-year plan to double intern numbers,

predominantly through enhanced collaborative training partnerships – Appendix 2: Standard 6 Table B⁹⁶). The College is committed to improving our proportion of students from under-represented groups and disadvantaged backgrounds while also contributing to an ongoing improvement in the percentage of students who register as Black, Asian and Minority Ethnic (BAME).

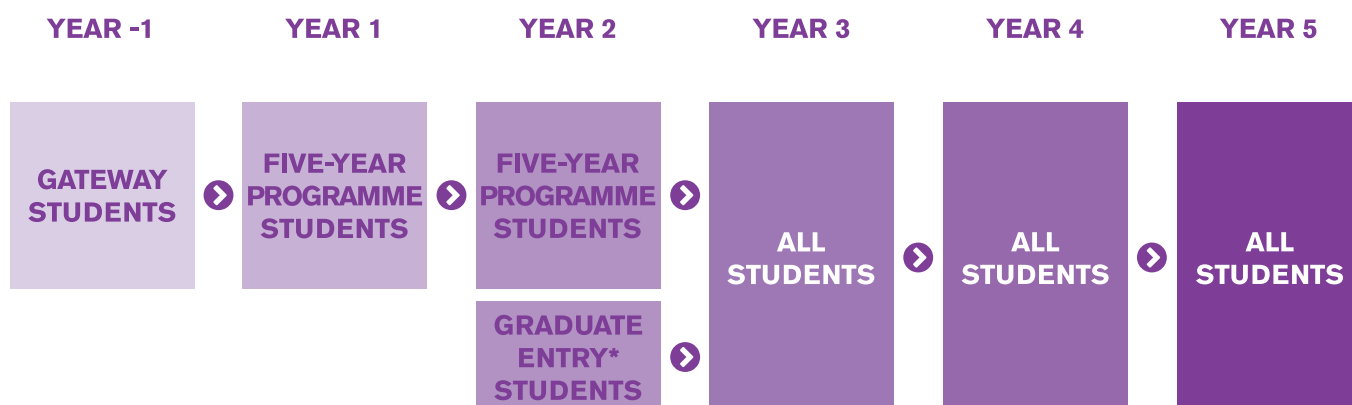
Through a wide range of outreach activities, our Gateway programme, our planned use of contextual data and our planned Foundation Year, the College continues to actively promote the various veterinary medicine programmes amongst groups under-represented in these professions. There has been an increase in our overall percentage of BAME student numbers to approximately 14% although the proportion of non-international students registering as BAME is lower (Appendix 2: Standard 6 Table C⁹⁷). The College’s commitment is also reflected in both the College’s Equality Action plan⁹⁸ and our Widening Participation and Access Plan⁹⁹.

DETERMINING STUDENT “PROFILING”

The number of student places is determined by a combination of the current perceived needs of the UK for graduates appropriately trained in the veterinary sciences together with financial modelling to determine the most cost effective means of delivering a curriculum and related environments most suited to producing such graduates.

The removal of Government imposed student number caps has afforded the College greater flexibility in the number of UK/EU students it recruits, with UK and EU students subsidised to an equal extent. The UK government makes no provision for non-subsidised domestic places so our student body is entirely composed of subsidised UK/EU students, and international students from outside the EU.

Current and future “broad” recruitment targets are set to achieve a student body with not only a cultural and



* four-year programme

⁹⁵ 083 Veterinary Medicine Programme Student Numbers
⁹⁶ 084 Interns, Residents and Graduate Students per year for last five years
⁹⁷ 085 BAME BVetMed Students per year for last five years
⁹⁸ 086 Equality Action plan
⁹⁹ 087 Widening Participation and Access Plan

ethnic composition more closely aligned to the general UK population but also internationalising our student body by increasing the proportion of our non-EU international students (target of ~35%).

We are not anticipating major changes in our student numbers over the next five-year period.

STUDENT SUPPORT

Students who need additional support or to work through issues they are experiencing can access a variety of support services in the Advice Centre (AdC) (see below). In the main, students are referred directly by a personal tutor or via the Student Performance and Development System (SPDS; see below) to the AdC team depending on the type and severity of the issue. To provide maximum accessibility, all of the support services can also be accessed via self-referral or through any of member faculty or staff. Also students, both as individuals or as groups, can refer other students about whom they are concerned.

Students may initially see one of the Student Advisers in the AdC or go directly to an appropriate specialist adviser (for example, Disability Adviser, Counsellor). Appointments for the AdC team can be booked on-line via the LEARN system, via email, or by drop-in and tutors may bring a student to the offices directly. Appointments are also offered by Skype or phone if this is easier for the student.

The AdC Student Adviser will assist the student in accessing appropriate support, either within the College or with external agencies (for example, screening for and arranging diagnostic assessment for learning differences, doctor, specialist mentoring, mental health specialists, tutor, SPDS, Educational Development (EDev) team). In some cases students will be referred for an Occupational Health (OH) assessment. They may also be referred to SPDS (see below). If necessary, a Student Adviser/SPDS will explain all the options and impacts of various courses of action to students (for example, options of deferral in order to become sufficiently well to continue, negotiating with a landlord for adjustments or breaking housing contracts early, financial implications) enabling them to make informed decisions.

Students who need to defer continue to have access to services whilst not physically attending College and students who withdraw may also access services in a limited way for a period of time after leaving. This ensures smooth transitions out and back into university. Before returning to study, students attend a 'Return to Study' meeting with SPDS and OH where appropriate.

The SPDS process is designed to support students with difficulties such as ill-health, personal, academic, professional or other challenges. Intervention may be initiated by the student, academic staff or student support services. The procedure has three stages which represent the degree of concern and /or perceived seriousness of the situation to both the student and others:

- Stage 1 - Lowest level of concern, for straightforward matters – a referral to stage 1 will

normally result in a meeting with one or two members of academic or support staff

- Stage 2 – Intermediate concern, for the student and /or others – at stage 2 students will meet with the Student Support and Progress Group
- Stage 3 – Serious concern, for student and others and complex cases – at stage 3 students will meet with a Fitness to Study panel.

At each stage a list of actions will be agreed. Students may be granted extensions, deferral of assessments or interruption of study depending on their personal situation and with supporting medical evidence where relevant. They may be advised to access services such as disability support or referrals for mental health support via the AdC, or support with study skills via EDev. The policy also supports a student's return to study after a period of interruption. The student's personal tutor (a designated member of academic staff) will also be advised when a student is referred to this process and receive a copy of the list of actions so they can provide additional advice and support.

IDENTIFYING AND REMEDIATING FAILING STUDENTS

Students meet at regular intervals with their personal academic tutors who advise the student on their personal and professional development either directly or through accessing specialist services. These advice sessions are student centric and are tailored for the individual. Students identified as struggling or underperforming academically are encouraged to meet with their personal tutor to discuss strategies for success and to identify skills gaps. They can also access or be referred to EDev for support with study skills, and the AdC for other support services including initial screening for a Learning Difference and mental health support. Students who have failed assessments are given the opportunity to review their exam scripts with staff and to discuss how they might improve their learning and modify their approach to future assessments.

Students who are not progressing as expected with their programme of study may also be referred to the SPDS (see above). This includes students who have been absent from assessments without approval, those who have not been engaging with elements of their taught programme, those who fail rotation blocks or receive negative feedback on placement or rotations which is a cause for concern, and students who are considered high risk (e.g., those repeating a year of study or returning to study following an upheld appeal).

Students who have been withdrawn from the BVetMed by an examination board due to poor performance are able to appeal if they feel they have been disadvantaged due to personal circumstances. The student is given the opportunity to present their case in writing with supporting evidence but must also attend an appeal hearing in order that the panel is able to engage fully with the student and understand all circumstances which may have led to under-performance. When the panel deliberates on a case it is not only considering whether or not the student was disadvantaged compared to their

peers, but also whether or not they have the health/support and academic ability to successfully complete the course.

The full policy is available at the Academic Quality, Regulations & Procedures section¹⁰⁰ of the College's website.

STUDENT SERVICES

These include the following:

- (i) Advice centre¹⁰¹
- (ii) Chaplaincy and Interfaith Advisor¹⁰²
 - Services and spaces that highlight particular festivals or events of importance (such as Remembrance Day, Christmas, Interfaith Week, etc.)
 - Informal gatherings, such as film evenings or meals
 - Trips to local venues of interest, such as faith or historic or cultural venues
 - Events that raise awareness of issues, such as charitable events or concerns (such as collecting for charities or marking World AIDS day)
 - Mindfulness workshops and walks
 - Counselling and individual support
 - Multi-faith prayer room.
- (iii) Educational Development
 - (1:1, on-line and small group support)
 - Postgraduate writing tutors
 - Specialist academic support for Specific Learning Differences (SpLD)
 - Exam and assessment techniques
 - Presentation skills
 - Academic writing
 - Study skills
 - Time management
 - Revision strategies
 - Note making
 - NAVLE exam preparation
 - Staff training to support tutors when advising students.
- (iv) Sports and Wellbeing Centre (Hawkshead) and the Camden Campus gymnasium (Health & Wellbeing¹⁰³)
- (v) Registry
 - UKVI processing, including visa extensions
 - US Federal Loan processing/disbursement
 - SLC Loan processing
 - Professional association student membership – student status verification.
- (vi) Students' Union Clubs and Organisations

- The Students' Union (SU) promotes the general interests of students and provides recognised channels of communication between students and the College authorities. All members of the SU are registered students of the College. Information on the current list of clubs and organisations run by the RVCSU can be found at the SU website¹⁰⁴.

SUPPORTING GRADUATE PLACEMENT

The College supports the placement of graduates in five broad areas:

- Developing specifically focused employability skills such as CV and application writing, interview techniques and presentation skills through events, online resources and careers counselling (RVC Careers Service¹⁰⁵)
- A dedicated annual careers fair for veterinary students to put them in contact with potential employers
- Specific half-day events such as "careers cafes" and careers conferences allowing various potential employment groups to both show-case career opportunities within their organisation and to meet with current students who may become potential future employees
- Managing a comprehensive database of relevant EMS providers to increase opportunities for the work-based learning components of the course to be both targeted, relevant and as close to each student's preferences and needs as possible
- The introduction of the Professional Orientation Development programme as a mandatory part of the BVetMed.

ACADEMIC CATALOGUE AND OTHER ORIENTATION MATERIALS

These include both the undergraduate prospectus student handbooks for each year of the programme:

- Prospectus¹⁰⁶
- Gateway¹⁰⁷
- Graduate Accelerated¹⁰⁸
- BVetMed1¹⁰⁹
- BVetMed2¹¹⁰
- BVetMed3 & 4¹¹¹
- BVetMed5¹¹²

As well as a range of induction materials:

- RVC Welcome¹¹³
- RVC Intro course¹¹⁴

¹⁰⁰ 089 Academic Quality, Regulations & Procedures

¹⁰¹ 090 Advice Centre

¹⁰² 091 Chaplaincy and Interfaith Advisor

¹⁰³ 092 Health and Wellbeing

¹⁰⁴ 093 RVC Students' Union Clubs, Societies and Organisations

¹⁰⁵ 094 RVC Careers Service

¹⁰⁶ 095 UG Prospectus 2019/20

¹⁰⁷ 096 Gateway Handbook

¹⁰⁸ 097 Graduate Accelerated Handbook

¹⁰⁹ 098 BVetMed 1 Handbook

¹¹⁰ 099 BVetMed 2 Handbook

¹¹¹ 100 BVetMed 3 & 4 Handbook

¹¹² 101 BVetMed 5 (IMR) Handbook

¹¹³ 102 RVC Welcome

¹¹⁴ 103 RVC Intro course

- Online Induction course¹¹⁵

COLLECTING AND RESPONDING TO STUDENT FEEDBACK

The student voice is of significant importance to the College and this is exemplified by the College's Assessment Enhancement strategy (Strategy for Enhancement and Assurance of the Quality of Learning, Teaching and Assessment, 2013-18)¹¹⁶ that states "All students...have a right to express their views about their learning experience, for those views to be listened to and for the College to respond where appropriate". Students are able to articulate their needs to the College through two key mechanisms:

1. Student surveys¹¹⁷ – students are asked to complete short surveys at the end of modules/strands and also other annual or biennial surveys that explore wider issues e.g. Barometer, NSS, Postgraduate Taught Experience Survey (PTES) and Postgraduate Research Experience Survey (PRES). The results are received by CMC, SDC and other relevant groups (e.g. Annual Quality Improvement Groups). The results of these surveys are highly influential and each committee/group must prepare a response and action plan to address issues identified. These action plans are monitored by the committee and outcomes are fed back via the student reps (see below) and by college-wide communications such as "You said...We did". In addition, specific to rotation experience, there are two "Rotation feedback evenings" per year where students can give feedback on any aspect of their experience on both core and tracking rotations. This guides continuous improvement by being fed-back to the Rotation Directors who in turn report these changes through the CMCs, LTAC, AB and in turn the College's Council.

2. Each year group of the BVetMed degree elects between two and four student representatives that are the key contact point between the year group and the College. They represent their respective cohorts at College committees (such as CMCs) and they canvas the students for their opinions and ideas for improvement. Crucially, they also report back to their constituents regarding discussions at meetings and actions being undertaken as a result of both the surveys and their specific comments. The student reps receive training and support from both the College and the Students' Union in order to be effective in their roles.

In addition to the mechanisms described above, before they can receive their grading for each rotation block, all students are asked to comment on the suitability of each rotation in as much detail as they desire. The process is web-based and anonymised; the anonymity of the system is emphasised at numerous points within the curriculum. Students wishing to complain about any components of their course or their extracurricular experiences can do so through a number of avenues including their student year representatives, their tutors, through the SDC and

through the various student members of all major College committees.

If the student feels that the complaint has not been resolved through these avenues, they are able to use the College Complaints and Resolution procedure¹¹⁸.

In order to further enhance our offering, in 2017 the new Department of Learning and Wellbeing was created with a mission to:

- Create an inclusive and supportive wellness environment (digital, physical and social) for all staff and students
- Support staff to create and foster engaging curricula and learning experiences.
- Develop activities for staff and students to promote wellness and prevent illness
- Promote and develop mental health knowledge in order to develop skills to self-manage and thrive.
- Strengthen a sense of belonging to the RVC community
- Ensure all students can access effective services that enable them to manage the transition into and out of HE study.

Amongst the many activities being planned by the department that with perhaps the highest priority is the Extended Student Induction. This aims to create conditions for academic success by ensuring students have realistic and informed expectations about their studies. The induction will help them to identify potential barriers to success and develop ways to manage issues while building social capital. It takes an experiential approach in order that students become familiar with the support services available and are able to use them proactively to develop skills to manage their time and energy, while creating connections across the student community.

The College is also diversifying the kinds of support that promote healthy behaviour and is introducing an online Cognitive Behavioural Therapy application for staff and students, as well as a Mentoring for Wellbeing programme.

As a result of the popularity of the expanded social learning spaces and bookable small study rooms recently introduced in the Eclipse building at Hawkshead, similar facilities are being provided within the Camden refurbishments scheduled to be completed in early 2019. This will include a "one-stop" hub for students to access the variety of student services described above in private 1:1 meeting areas and small group meeting areas. A new student performance and engagement platform for 2019 will enable one-stop online appointment booking for all student services and allow the College to monitor students' engagement with these services throughout the on-course portion of their studies.

¹¹⁵ 104 Online Induction course

¹¹⁶ 105 Strategy for Enhancement and Assurance of the Quality of Learning, Teaching and Assessment, 2013-18

¹¹⁷ 106 Student, graduate and employer evaluation surveys

¹¹⁸ 107 Student Complaints and Resolution Procedure

Please see Appendix 3: Standard 6 Table 6.1¹¹⁹.

Please also see Appendix 1: Standard 6 Table 17¹²⁰.

Please also see Appendix 2: Standard 6 Table D¹²¹.

CONSIDERATIONS FOR FUTURE IMPROVEMENT

We will continue to develop student focused facilities not only on both the Camden and Hawkshead campuses but also at a number of our off-site centres. The emphasis will be on spaces that are both flexible and encourage group and self-directed learning. The Department of Learning and Wellbeing will continue to work towards ensuring all students can access effective services that will support their transitions not only on to and throughout the programme but also, most importantly, as new graduates.

We will also continue to develop the opportunities and support for alternate pathway opportunities within the programme. It is anticipated that the extended student induction programme (2018/19) will provide an ongoing support model, both for study skills and their overall wellbeing, to help students set out reasonable expectations for themselves as they face the challenges of HE study. All new initiatives will be assessed for impact and refinement.

¹¹⁹ 108 Veterinary student applications and enrolments 2013-17

¹²⁰ 109 Student Enrolments by entry route

¹²¹ 088 Other educational programmes

STANDARD 7: ADMISSION



STANDARD 7: ADMISSION

The admission process to the BVetMed programme is designed to ensure we offer places on our programme to an increasingly diverse range of students, both in terms of their socioeconomic, ethnic and racial backgrounds as well as their pre-university educational experiences.

POLICIES AND PROCEDURES GOVERNING ADMISSIONS

The College's Admissions Policy is reviewed each year and approved by the Taught Programmes Admissions Committee (TPAC) as well as LTAC and AB. It is developed in compliance with relevant UK legislation and informed by sector best practice. It outlines our admissions principles and procedures as well as providing information on the redress applicants can take, should they wish to appeal or complain. The policy is readily available on our website¹²².

Admission to all taught programmes at the College is overseen by TPAC. Membership¹²³ comprises senior academic administrators, faculty, and specialist professional staff.

TPAC meets four times a year to consider admissions-related matters. Statistics on the progression through the application cycle are tabled at each meeting and the Committee reviews enrolment data and targets on at least an annual basis. The August meeting is largely dedicated to final admissions decisions and is where the results of offer holders are considered and decisions taken on whom to admit.

STAFF TRAINING

All staff at the College are required to undertake annual training in data protection and bi-annual training in equality and diversity. Staff, both academic and professional, who are directly involved in Admissions decisions undertake a range of training as a part of their induction and continual development. This includes training offered by UK NARIC on qualifications and education in non-UK countries, training concerning fraud and deception, training related to fees and funding, as well as visa and immigration matters.

PROGRAMMES AT THE COLLEGE

We currently offer three different routes that enable a student to qualify as a veterinary surgeon:

Five-year BVetMed

The five-year programme¹²⁴ is primarily designed for appropriately qualified high school leavers. Students joining this programme are offered the opportunity to intercalate. Intercalation involves "stepping off" the BVetMed programme for one year, traditionally between years two and three, to complete a BSc degree.

Gateway to Veterinary Medicine programme

The Gateway programme¹²⁵ has been run by the College since 2005. It is a six-year programme for high school leavers which incorporates an initial foundation year of study and is designed for UK and EU applicants who are resident in the UK and come from non-traditional and disadvantaged backgrounds. The programme offers the opportunity to study veterinary medicine to applicants who would not otherwise be able to achieve the grades required. The entry requirements, in addition to being lower than the standard five year entry (see below), also have contextual requirements which must be fulfilled.

Applicants must meet three indicators of disadvantage including factors such as the performance of the school attended (against national averages), the rate of Higher Education participation in the area they live and their household income. Gateway students who come from low income (under £35,000 p.a.) backgrounds, along with entrants to the five year degree, are entitled to a bursary of £1,000 for each year of their study.

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

Graduate Accelerated BVetMed

This is a four-year programme¹²⁶ specifically designed for graduates of a relevant biological science degree. The four-year programme supplements the students' existing skills, adding to the preclinical science information covered by their previous biological science degree. On this programme, students complete an introductory graduate transition year, where they study the principles of animal form and function, infections and responses, and animal husbandry. The initial transition year is designed to bring the students up to a comparative standard as those enrolled in the five-year programme, thus enabling students to join year three of the five-year programme upon completion.

INFORMATION FOR APPLICANTS

Details of the programmes we offer are available on our website. Information on the programmes is also available via UCAS¹²⁷ (University and College Admissions Service) who provide further guidance on the application process. North American applicants apply via the Veterinary Medical College Application Service (VMCAS) and information on our Graduate Accelerated programme is also provided in the Veterinary Medical School Admissions Requirements (VMSAR) publication. Our website¹²⁸ contains details of the programme, financial information and entry requirements along with other relevant information for

¹²² 110 Admissions Policy and Procedures

¹²³ 011 TPAC Membership and Terms of Reference in Academic Committee Handbook

¹²⁴ 111 BVetMed 5 year programme

¹²⁵ 112 Veterinary Gateway programme

¹²⁶ 113 BVetMed Graduate Accelerated programme

¹²⁷ 114 University and College Admissions Service (UCAS)

¹²⁸ 115 Undergraduate study at the RVC

applicants such as accommodation options and living costs. This information is also published each year in our undergraduate prospectus¹²⁹.

In addition to publishing our entry requirements, we also provide further information for applicants which is aimed at ensuring transparency around our selection processes and giving further guidance on what we are looking for during this process. The documents outline the non-academic criteria we look for in an application and how we expect applicants to demonstrate that they fulfil these criteria. Please see the links referred to in “Assessment Process” below for examples of these documents.

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

ENTRY REQUIREMENTS

All entry requirements, and any changes to requirements are considered and approved by TPAC. The entry requirement details for the specific programmes can be found on our website.^{130 131 132}

ASSESSMENT PROCESS

Guidance for applicants on our assessment process can be found on our website.^{133 134} Applicants applying through VMCAS are considered using North American entry requirements including specific pre-requisites.¹³⁵

All applicants are initially screened for work experience requirements (and return of a work experience form in the case of UCAS applicants) and then academic requirements. The personal statements/essay question answers provided by applicants are then screened and scored against a set rubric. In recognising that applicants from disadvantaged backgrounds could be penalised by this process and in order to ensure equality and diversity amongst the applicant pool, additional points are awarded to UK applicants who have attended a school listed as contextual by the College (see Gateway section link above for further information) and/or who live in an area identified as having low HE participation rates.

The cut off score for interview is determined by the number of interview places available and thus the score varies year on year, depending on the performance of the cohort. The number of interview places is normally set at approximately four times the number of places available, but this is reviewed on an annual basis, based on previous cohort behaviour and conversion rates. Interviews are conducted in the UK, North America and Asia.

INTERVIEWS

Interviews are an essential part of our selection processes

and we do not offer any places without a candidate having attended interview.

Following research¹³⁶ undertaken in 2009/10, on the predictors of success for applicants to our degrees, the College moved to Multi-Mini Interviews (MMI) for entry in September 2012. MMI interviews, a format that uses many short independent assessments in a timed circuit, have been scientifically proven as being a greater predictor of success. The duration of our programmes means that the first cohort interviewed under this method (Graduate Accelerated entrants) graduated in summer 2016 and the first major cohort graduated in summer 2017. Some initial research on the success of MMIs, based on the progress of students interviewed using the MMI format, was undertaken in 2016. Whilst it indicated positive improvements, there were insufficient data to undertake a full statistical analysis and therefore we hope to be able to repeat the initial study in the coming years, once more students have graduated and there are sufficient data to work with.

Progression/failure rates are reviewed by TPAC each summer in conjunction with decisions on the applicants to admit for the current year and any issues or patterns are addressed, should they arise.

As we have gained more experience in MMI interviewing, we have made changes to our interview process particularly addressing the feedback we have received. In recent years these changes have included the introduction of a more developed and defined marking system to improve consistency amongst markers, and changes to questions relating to work experience as a result of feedback from practitioners

TRANSFER STUDENTS

It is the College’s policy not to accept transfer students from other vet schools onto its programmes. The nature of our curriculum and the variation in curricula across different vet schools, particularly within the UK, means that we are of the view that it would be detrimental to a student’s success to join midway through the programme.

APPLICANTS WITH A DISABILITY

The College’s approach to applicants with a disability is consistent with UK law and RCVS-issued guidance. Applications from applicants declaring a disability are assessed against our published criteria without regard to their disability. Prior to invitation to interview, checks are completed to ensure that an applicant does not present with a disability that would prevent them from graduating.

Applicants with any other disabilities continue to progress

¹²⁹ 095 Undergraduate Prospectus 2019/20

¹³⁰ 116 Entry requirements: 5 Year BVetMed

¹³¹ 117 Entry requirements: Veterinary Gateway

¹³² 118 Entry requirements: Graduate Accelerated BVetMed

¹³³ 119 Guidance for applicants to BVetMed programme

¹³⁴ 120 Guidance for applicants to Graduate Accelerated BVetMed

¹³⁵ 121 Specific pre-requisites for international applicants

¹³⁶ 122 Muzymba et al. Predictors of Success in a UK Veterinary Medical Undergraduate Course, Journal of Veterinary Medical Education (2012) 39:380-388

without regard to their disability¹³⁷. Upon invitation to interview, applicants are asked if they have any special requirements during their interview. Applicants who indicate they would require extra time (e.g. dyslexia) are provided with extra reading time where MMI stations have allocated pre-reading.

Upon conclusion of the interview process, where an applicant is in the pool to receive an offer of a place their disability is considered further. All offers are made subject to clearance by our OH provider. Where appropriate, the AC and Disability Officer are consulted prior to making an offer. All offer holders are actively encouraged to declare the existence of any health issues so that they can be referred to our OH provider in good time ahead of their studies.

Any enquiries from potential applicants who are concerned about their ability to complete the degree due to a disability are referred to our Disability Officer and are sign-posted to the RCVS Day One Competences and disability guidance.

VETERINARY STUDENT PROGRESSION AND ATTRITION

Progression requirements for BVetMed students are outlined in our Assessment and Award (A&A) Regulations. These are updated annually and published on our website¹³⁸ in advance of teaching with links to them from our VLE, LEARN. In general, the requirement to pass each year is the achievement of an aggregate mark of 50% but within this there are additional requirements to reflect the importance of this learning as a foundation for the following year and overall award, particularly in relation to clinical skills.

The RVC Charter outlines our expectation of students with particular regard to professional behaviours. This is communicated to students electronically at first enrolment, hard copy during induction and is publicly available on our web pages. Should a student fail to meet these expectations through academic or general misconduct, then the appropriate policy is employed to investigate and apply proportionate penalties where necessary. These regulations are also individually communicated to the student in writing when procedures commence. Where the misconduct is persistent or significant, the Professional Requirements Procedure can be instigated at any time. We ensure fairness and transparency within all of these processes through clear guidelines re: hearing panel constitution and quorum – all include a representative from the Students' Union (unless the student requests them not to attend), a range of academic staff and in the case of Professional Requirements a member of the appropriate profession and a panellist external to the College.

Applicants are not able to appeal the decision to admit

them to a course; they are able to complain that published processes have not been followed and request a review of the decision on procedural grounds by the Head of Admissions. This process is outlined in our Admissions Policy¹³⁹. Similarly, students cannot appeal the award of individual marks as this calls into question academic judgement which is regulated via double marking and external examiner systems (see **Standard 11** re: external examiner responsibilities). A student is able to appeal an exam board decision removing them from the programme following a procedural error or where they can evidence that they have been disadvantaged relative to their peers, typically on medical or personal grounds. As with all student-facing policies, the appeals policy and process is communicated generally to students via our web pages but also individually via letter following the decision to remove a student from the programme.

The appeals policy applies not only to exam board decisions but the decision of any panel that removes them from the course, including the SPDS. This system identifies and supports students with remediation where their performance is inadequate - see **Standard 6** for further information on this scheme. The ultimate internal recourse should a student be dissatisfied with a decision regarding their studies is Final Formal Review by the Chief Operating Officer. These procedures are also specified on our web pages but also individually communicated to students at the time of the decision.

Any student who remains unsatisfied may take their case to the national Office of the Independent Adjudicator (www.oiahe.org.uk/).

ATTRITION OF VETERINARY STUDENTS

Please see Appendix 3: Standard 7 Tables 7.1a-d¹⁴⁰.

AVERAGE DURATION OF VETERINARY STUDIES

Please see Appendix 3: Standard 7 Table 7.2¹⁴¹.

Please also see Appendix 2: Standard 7 Table A¹⁴².

CONSIDERATIONS FOR FUTURE IMPROVEMENT

In common with **Standard 8** and **Standard 1**, diversity is our major challenge. We will continue to invest in our Gateway programme and seek ways in which our general admissions processes reduce or eliminate inherent barriers arising from diversity related factors; economic, gender, ethnic or otherwise. Our outreach to local community will be extended and we will work with cognate partners to improve our conversion of interest to application, and application to admission.

¹³⁷ 123 Admissions Policy and Procedures (page 11)

¹³⁸ 124 Course Assessment and Award Regulations (current and previous)

¹³⁹ 123 Admissions Policy and Procedures

¹⁴⁰ 125 Admission Attrition Rate Tables plus RVC appendix by Route

¹⁴¹ 126 Duration of veterinary studies

¹⁴² 127 UK/EU, Non-UK/EU and Contracts Student Applications and Offers

STANDARD 8: FACULTY



Theoretical underpinnings

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STANDARD 8: FACULTY

Since the last cycle of accreditation visits, recruiting and retaining talented faculty has continued to be a key strategic aim for the College. A change in government, uncertainty over funding regimes and the outcome of the EU referendum have placed greater pressure on the sector, and impacted on the College's ability to attract and retain highly skilled employees.

The College's Human Resources Strategy covers the period 2015 to 2019 and builds on the previous strategy. The aim of the Strategy is to support the implementation of the College's Strategic Plan, and in particular to support the development and diversification of the student population.

To do this successfully, the College needs to attract, develop, retain and reward the best possible employees from a range of diverse backgrounds in order to achieve its goal of becoming the employer of choice for those seeking to work in the veterinary biosciences and One Health Higher Education sector.

TURNOVER AND RECRUITMENT

Faculty positions currently number 235 (212 direct employees and 23 off-site individuals delivering teaching on the BVetMed programme). College faculty teaching on the BVetMed programme has increased by 23% since 2012. There have been adjustments in the number of clinical faculty positions to support the further expansion of clinical activities and to provide students with the appropriate range and number of clinical cases and opportunities for small group learning. The College has no faculty engaged on Hourly Paid Contracts. Occasional Guest Lecturers are engaged to deliver one-off specialist lectures.

The employee turnover rate for the year ending July 2017 averaged 21.04% overall of which 15.29% was voluntary^{xiii}. Whilst accurate benchmarking data specifically relating to other UK veterinary schools, all of which are located in multi-faculty HEIs, cannot be obtained, it is possible to confirm that our total employee turnover rates are lower on average than in the private sector but higher than in the public and not for profit sectors^{xiii}.

• Public	15.1%
• Private	25.7%
• Not for profit	17.0%

Further analysis of these data by employee category demonstrates that the voluntary turnover rate for faculty remains low at 9.7%, although this is up from 7.4% in 2012.

The CEC has a direct role in the review and authorisation of all faculty positions to ensure a strategic approach to recruitment. All vacated faculty posts are reviewed by the CEC to consider whether a like-for-like replacement (or an alternative approach) is the most appropriate course

of action. Where possible, departments are structured to enable promotion opportunities for less experienced employees.

The recruitment process has been streamlined to reduce the time taken to authorise new and replacement posts so that students, clients and colleagues are not adversely affected by employee turnover. The depth of numbers of faculty allows for the redistribution of teaching and clinical duties for unfilled vacancies. Vacancy void management is not used as a planned approach to budget management. All recruitment panels must include at least one panel member who has undergone the College's recruitment and selection training in order to ensure fairness, transparency and compliance. Template job descriptions and person specifications have been developed to ensure only the appropriate calibre of applicant is considered and that a consistent, fair and robust recruitment process is in place for all appointments.

EMPLOYEE DEVELOPMENT AND CAREER PROGRESSION

The College has an integrated approach to the management of induction, probation, ongoing development and promotion of faculty that reflects best practice across the HE sector.

To ensure the smoothest possible transition into their new role, once appointed, all faculty receive both a College-wide and departmentally focused induction programme, tailored to individual need through specific induction objectives. These are reviewed and signed off by the Head of Department (or other appropriate line manager) at the end of the induction period, usually three months.

Following induction, all permanent faculty, whether full-time or part-time, undergo a three-year probationary period prior to confirmation in post. Responsibility for the management, implementation and review of this process rests with the Academic Probation and Promotion Panel (APPP). In view of its significance, membership of the Panel normally comprises the Principal, Deputy Principal, Vice-Principals, the academic Heads of Department, two elected faculty members and a senior external academic.

The foundation of the probationary development process is the Individual Career Profile (ICP) which sets out the qualifications, experience, skills and behaviours required for effective performance in faculty roles. Generic ICP templates have been developed that are then tailored to the individual requirements of the role.¹⁴³

On appointment, the relevant Head of Department uses the Academic Career Profile Framework (ACPF) to agree an ICP with the probationary lecturer which reflects both individual development needs and the operational and strategic aims of the Department and the College as a whole. This will then be considered and approved by the APPP. The probationer will then work towards achieving

^{xii} The overall turnover figure includes employees leaving the College at the end of fixed-term contracts (e.g. contract researchers) and those whose employment was terminated on grounds of redundancy. The voluntary figure excludes these groups.

^{xiii} Source – Xpert HR Labour Turnover Survey 2017

the objectives included in the ICP. Progress will be reviewed annually by the APPP and, if necessary, additional training and coaching will be put in place to support the probationer in meeting their ICP objectives. In addition to relevant teaching, clinical and/or research objectives, all ICPs must reflect the requirements of the RVC Behaviours Framework.

The RVC Behaviours Framework is based on a nationally validated scheme and forms an integral part of the College's Management Development Programme, to which probationary faculty have full access. Leadership and management objectives relevant to their role are included in most ICPs.

On completion of the probationary period, ongoing development of faculty is managed through the College's Review (appraisal) Process. Formal Appraisal Reviews are carried out annually and provide an opportunity for employees to reflect individually with their Head of Department (or other relevant line manager) both on their performance during the past year and their development and career aspirations in the year ahead. With reference to the operational and strategic needs of the organisation, and the expectations set out in the RVC Behaviours Framework, specific development objectives will be agreed drawing on the opportunities provided by the College's own Staff Development Programme or relevant external programmes.

During appraisals, opportunities for promotion¹⁴⁴ will be discussed. If agreement is reached between the appraisee and their Head of Department that they should be considered for promotion, a further ICP will be agreed between them (based again on the expectations set out in the ACPF) and submitted to the APPP for approval. The APPP would normally be expected to confirm the promotion when the objectives in the ICP are met.

The appraisal focuses on personal development and includes discussion on opportunities for the coming year for every member of faculty. Attendance at courses and conferences as well as personal requests for periods of leave to study are discussed and considered by the Head of Department to enable the costs of such requests to be factored into budgetary considerations.

Since 2012, the College has continued to provide extensive development opportunities for all employees via in-house provision, as well as supporting attendance at external training events and conferences. The full Staff Development Programme¹⁴⁵ is available on the HR intranet pages.

The College is a member of Advance HE (formerly the Leadership Foundation), which offers a training consultancy service and maintains databases of development facilitators, and a member of the Bloomsbury Group of UoL Colleges that collectively provides courses for each of the institutions in the group.

In 2017 the College appointed a Staff Development Manager who collaborates with the Vice-Principal for Learning, Teaching and Assessment and the Director of Learning and Wellbeing to ensure that the annual Staff Development Programme contains material relating specifically to faculty development. This is within an overall programme that incorporates areas such as Health and Safety, Information Technology, Skills and Knowledge and Leadership and Management as well as Wellbeing. The appointment of the Staff Development Manager has increased our capacity to deliver additional development opportunities in-house.

The College invested more than £1.2million in development opportunities for all employees between 2012 and 2017. Membership of the Higher Education Academy remains high with 203 active members and three applications pending.

There has been a gradual increase in investment in staff development since 2014, and in the 2017/18 year, over 900 participants attended 121 College facilitated training courses.

TEACHER TRAINING

The College meets teacher training needs through a wide range of provision:

- **INSET days:** We run three College-wide in-service training days each year involving between 30 and 120 staff. Our teaching and learning INSET days include student representatives and our assessment INSET days include our external examiners and staff from our off-site clinical practices. Each INSET day is themed around current needs in assessment, teaching or student experience – for example recent themes have been “improving facilitation skills”, “improving the student experience of small group learning”, “teaching and learning beyond lectures and the classroom” and “student experience of assessment”.
- **Staff Development training through HR:** During 2016/17, a total of 60 programmes were offered including management programmes, appraisal briefings, health and safety programmes, new programmes on mental health and on managing flexible working, a student complaints follow-up workshop and various other topics (e.g. dyslexia awareness)
- **PG Certificate, Diploma and MSc in Veterinary Education**¹⁴⁶: a unique part-time programme designed to promote educational excellence in the field of veterinary education. Developed by educational experts at the College's LIVE Centre, the programme is accredited by the Higher Education Academy¹⁴⁷ (HEA) leading to recognition as Associate Fellow or Fellow of the HEA on successful completion. The programme is offered worldwide on face-to-face or distance learning platforms and all College probationary lecturers are required to complete the PGCert component.
- **MVetMed Resident Practical Veterinary Education Training:** Our residents have been trained to teach via an eight-week programme since 2009.

¹⁴⁴ 129 Academic Promotion

¹⁴⁵ 130 Development and Training

¹⁴⁶ 131 MSc in Veterinary Education

¹⁴⁷ 132 Higher Education Academy - fellowship

“Practical Veterinary Education” addresses the challenges of teaching and learning in a workplace environment and is a compulsory part of the MVetMed degree residents complete during their three year specialty training. In 2017, the MVetMed programme was converted to run in the same blended mode as TLiHE (see below) enabling residents to fit their studies around their complex clinical commitments.

• **Teaching and Learning in Higher Education**

(TLiHE): a completely new programme for all those who teach more than six hours at the College (particularly for our PhDs and PostDocs) was developed and delivered in 2016. This short programme (a half day face-to-face induction followed by four weeks online and a teaching presentation assessment) was based upon experience of the LIVE team with the PGCert and MVetMed Practical Veterinary Education programme that continue to run.

These training opportunities are offered to all staff involved in core rotation teaching. Key staff from off-site locations where core rotations are offered are expected to register for the PGCert in Veterinary Education and to undergo examiner training.

As a result of all the above, in 2016 the College received an Excellence in Faculty Development award¹⁴⁸ from leaders in healthcare education around the world. It is the first time a veterinary school has won the award.

EQUALITY AND DIVERSITY

In 2016, the College recruited an Equality and Diversity Manager who is working with colleagues from all areas of the institution to ensure equality and diversity are fully embedded throughout the College.

The College achieved the Athena SWAN Bronze award in 2017. The Athena SWAN Charter was established by the Equality Challenge Unit (now part of Advance HE) in 2005 to encourage and recognise commitment to advancing the careers of women in science, technology, engineering, maths and medicine (STEMM). The Charter was expanded in 2015 and now covers faculty roles in STEMM, the Arts, Humanities, Social Sciences, Business and Law (AHSSBL) and in Professional Services. Further details of the Athena SWAN Charter are available on the ECU website¹⁴⁹.

The Equality and Diversity Manager is overseeing the implementation of the Equality Single Action Plan and the Athena SWAN Action Plan working with local champions and members of the CEC.

In terms of diversity, the number of female professors has increased from 11 to 17 since 2012, representing 38% of the total number. The number of black, Asian and minority ethnic (BAME) faculty has increased from 29 to 36 during the same period. The College is committed to increasing the diversity of all employee groups. The next

steps identified following the publication of the College’s Gender Pay Gap report in March 2018 support this commitment.

The College has committed to introducing a Workload Allocation Model (WAM) to provide a fair, transparent and effective framework for the allocation and distribution of faculty workloads across the College. Work to develop this model is underway, and the planned date for its implementation is April 2019.

NON-PERMANENT FACULTY MEMBERS

The College predominantly delivers its core teaching for the BVetMed using permanent employees. These may be part-time employees enabling us to support some of our equality and diversity initiatives as outlined above. Exceptions include occasional guest lecturers required to deliver specialist teaching.

We also utilise research students, interns and residents to deliver teaching. To support them and ensure that teaching standards are maintained we deliver the TLiHE programme. For interns and residents this is a compulsory programme delivered at the start of their studies at the College. Any teaching undertaken by interns and residents is under supervision by a faculty member. For PhD students they must undertake the TLiHE if they intend to teach for more than six hours per year. They are only permitted to deliver “lectures in specific and exceptional circumstances and never for core and mainstream topics” – see 1.6.8 of the Code of Practice for Research Degrees 2017/18.¹⁵⁰ Data regarding the volume of training delivered for students in 2018 are shown in Student TLiHE Training Data.¹⁵¹

PAY AND REWARD

The College’s remuneration packages for all employees are regularly benchmarked to ensure they remain competitive both within and outside the sector.

The Clinical Supplements paid to all clinical faculty were significantly increased in 2018 to ensure the College continues to be able to attract and retain talented and committed specialist clinicians. Whilst the College cannot offer remuneration packages comparable to those offered by some private practices, we have enhanced the clinical supplements to ensure we remain competitive with other UK and European veterinary schools. As well as a competitive salary, the College offers a range of other benefits to staff including pension schemes and generous leave entitlement. Full details of benefits available to employees can be found on the benefits and reward pages¹⁵² of the HR section of the College website.

All employee contracts of employment include a clause stating that any work carried out, either paid or unpaid, for another organisation, can only be undertaken with prior permission from the Principal. The Principal

¹⁴⁸ 133 Excellence in Faculty Development award

¹⁴⁹ 134 Athena SWAN charter

¹⁵⁰ 135 Code of Practice for Research Degrees 2017/18

¹⁵¹ 136 Student TLiHE Training Data

¹⁵² 137 Benefits and Reward

delegates the authority to approve such requests to Heads of Department. Requests are only declined if there is a potential conflict of interest or if there are concerns over the wellbeing of the employee.

NATIONALLY AND LOCALLY DETERMINED PAY ARRANGEMENTS

The College operates a single pay spine with eight grades for all employees, up to and including Senior Lecturer level. Levels of remuneration increase incrementally each year until the top of the relevant grade has been reached. Adjustments to the value of the individual points on the pay spine are negotiated nationally by HE employer representatives and the national labour unions.

Additional variable pay is considered twice yearly by the Special Reward Panel.¹⁵³

The remuneration of professorial employees is the responsibility of the College's Senior Staff Remuneration Committee (SSRC) comprising of:

- the Chairman of Council
- the Principal
- two members of College Council.

(The Principal plays no role in the setting of his own remuneration and is not present at the meeting where it is considered).

Until 2017, professorial salaries were determined individually by the SSRC on the basis of recommendations put forward by the Principal. Whilst this will still apply within an existing framework for members of PAG and Heads of Department, following extensive consultation, the Committee approved the introduction of a professorial base pay structure for phased implementation during 2018.

The proposed new structure comprises four salary bands as follows:

- Band 0 to which newly promoted Readers and Associate Professors will be appointed. This pay band will include three incremental increases awarded automatically, annually until the top point of the scale is reached – subject to satisfactory performance
- Band 1 for newly appointed full Professors. This pay band will also include three automatic incremental progression points awarded automatically, annually until the top point of the scale is reached – subject to satisfactory performance
- Band 2 for established Professors. This pay band includes four progression points. Individuals appointed to this scale will be assessed annually and a decision taken by the SSRC as to whether they should progress to the next point. The decision will be based on achievement in the

preceding 12 months and in order to be considered for movement either within salary band or into a higher band, the expectation will be of increasing achievement both quantitatively and qualitatively

- Band 3 for esteemed Professors only. This pay band will not include incremental salary points and future salary progression will be determined by performance.

EMPLOYEE ENGAGEMENT AND WELLBEING

In 2017, the College engaged Capita, an external provider, to undertake our first Employee Engagement Survey in ten years and achieved a 63% response rate. There were some extremely positive results and, as expected, some areas were identified where further work is needed.

Positives identified included the 93% of employees reporting the College as a good place to work, placing the College 5th of the 53 HEIs surveyed by Capita since 2015, and 13th of 403 private and public sector organisations in the Capita database. Areas perceived as needing improvement included communication between different parts of the organisation and the need to better publicise the local schemes put in place to supplement national pay arrangements.

The College will continue to work with Capita to develop action plans to ensure the results of the survey are appropriately analysed and action taken to further improve engagement before the next planned survey in late 2019.

CONSIDERATIONS FOR FUTURE IMPROVEMENT

Whilst the results of the staff survey were positive, we will focus on a number of aspects. Central to this will be the completion and implementation of the workload allocation model in 2019. Similarly, banding of the professoriate and implementation of our Athena SWAN action plan will help address our weakness in some aspects of the gender pay gap. Finally, and as mentioned in **Standard 1**, the College has work to do on diversity in all its manifestations and we are establishing partnerships with organisations where there is an established track record of success in this area.

Please also see the following data tables:

- Appendix 3: Standard 8 Table 8.1¹⁵⁴
- Appendix 2: Standard 8 Table A¹⁵⁵
- Appendix 2: Standard 8 Table B¹⁵⁶
- Appendix 2: Standard 8 Table C¹⁵⁷
- Appendix 2: Standard 8 Table D¹⁵⁸

¹⁵³ 138 Special Awards Policy and Practice

¹⁵⁴ 139 Academic Staff Secondary Roles


¹⁵⁵ 140 Loss and Recruitment of Faculty

¹⁵⁶ 141 Staff Support for Teaching and Research

¹⁵⁷ 142 Non-veterinarians

¹⁵⁸ 143 Veterinarians

STANDARD 9: CURRICULUM



Whole Animal and Systems

Population Medicine & Veterinary Public Health

Integrated Structure and Function

Principles of Science

Professional Studies

STANDARD 9: CURRICULUM

As previously stated in Standard 6, there are several routes of entry into, and possible paths through, the BVetMed programme. The minimum period of study that can result in the award of a BVetMed degree is four years. The majority of students on the programme follow the five-year pathway and it is this which will form the basis of the following commentary. The alternative pathways will be illustrated in the accompanying diagrams and relevant differences between the pathways will be highlighted.

The programme outcomes are defined as follows:

At the time of graduation students should, to a standard appropriate for a new veterinary graduate, be able to:

1. Describe the normal structure and function of animals including principles of homeostasis and explain the aetiology, pathophysiology and pathogenesis of common diseases that affect them
2. Explain the key components that constitute primary and preventative healthcare and advise on, and implement, recommended prophylaxis, nutrition and husbandry programmes in order to improve animal care, prevent disease and inform client education
3. Advise on animal management and welfare, and safeguard human, animal and environmental health (One Health); including principles of biosecurity, food safety, risk assessment and mitigation, zoonosis and surveillance
4. Recognise, prevent and diagnose diseases and disorders of animals. Be able to select and interpret appropriate diagnostic tests and formulate a treatment plan; considering pain management, client financial status and patient referral when indicated
5. Apply sound clinical reasoning skills including a logical problem solving approach in order to effectively solve clinical problems and make decisions
6. Demonstrate technical and procedural competence
7. Apply scientific principles, method and knowledge to clinical practice and research. Proficiently search for and critically analyse literature and use evidence-based medicine to influence clinical decision-making
8. Explain how knowledge of the veterinary business environment influences the practice, its team, its clients, marketing and financial management
9. Communicate effectively with the public, colleagues and other professionals both verbally and in writing; including constructing and updating clinical records and correspondence, using appropriate terminology for the audience concerned
10. Explain the principles and behaviours that underpin professionalism, teamwork and ethical decision-making (judgement) and apply these in

- a veterinary setting
11. Engage in lifelong learning and self-reflection to improve overall competence. Recognise their own level of professional competency and seek support when needed
12. Be able to cope with incomplete information. Effectively use information services and information technology
13. Explain fundamental scientific, pharmacological and medical principles that underpin veterinary medicine
14. Use the principles of anaesthesia to suggest and safely perform an anaesthetic plan, from carrying out an anaesthetic risk assessment through to patient recovery
15. Understand the relationship between productivity, production systems and economics.

CURRICULAR STRUCTURE AND MANAGEMENT

Broadly the programme can be considered to consist of three phases (Appendix 1: Standard 9 Figure 9)¹⁵⁹. Students who enter the programme via the Gateway programme study for a year prior to joining year one of the BVetMed programme (provided they pass the examinations at the end of the Gateway year). Students who enter the programme via the Graduate entry pathway study an abbreviated preclinical phase, consisting of one year of study, before joining the start of the third year of the programme (the start of the clinical didactic phase) where after they follow exactly the same programme of study as the other students. The didactic components of the programme are taught in terms (three per year) while the rotation phase is effectively a continuous programme of core and optional clinical placements.

The curriculum of the BVetMed is “owned” and managed by the College as a whole rather than having individual parts of the curriculum owned by different departments – see **Standard 1**. Management of the curriculum is overseen by the CMC that reports via the LTAC to AB. The membership of the committee consists of, in the majority, faculty. In the current academic year there are up to 52 members of the CMC of which 30 are members of permanent faculty, 19 are student representatives, one is an external member from another veterinary school, one is a member of Academic Support and one is the secretary to the committee¹⁶⁰.

Faculty become members of the committee by virtue of the office or responsibilities that they hold; for example members include the Course Director, Extramural Studies Director, Director of Assessment, leaders of strands (for further explanation see below), leaders of years, heads of academic departments and departmental teaching coordinators. Members of staff are usually appointed to these positions for a defined term of office which may be renewed. Student representatives are appointed to the committee annually. They are nominated by the Students’ Union and undergo appropriate training to be able to undertake the role.

¹⁵⁹ 144 BVetMed Curriculum – Three Phases

¹⁶⁰ 011 Undergraduate Medicine Course Management Committee – Academic Committee Handbook

The curriculum is one where the majority of the didactic phases are integrated into body system-based strands. Each body system-based strand will have two or three “visits” during the first three years and one term (10 terms) of teaching. Each visit represents a discrete period of teaching usually of a few weeks’ duration. The integrated nature of the curriculum means that teaching is not delivered in traditional discipline based classes such as anatomy, physiology and biochemistry; rather teaching relevant to each body system is delivered in an integrated manner. The multiple visits to a strand, spread out over several years, enable teaching to be sequenced such that an initial visit (or visits) will focus more on normal structure and function of a body system. Subsequent visits to strands will emphasise diseases affecting the body system and the approach to diagnosis, and medical and surgical management of such diseases. Each strand has one or two visits in the first two years of the programme, followed by a final visit in the third or fourth year. Strand based teaching ceases when students enter the final period of the programme, the rotation phase; a period of one and half years consisting of clinical rotations, extramural placements (EMS) and didactic elective teaching.

The body systems strands in the BVetMed curriculum are as follows:

- Locomotor
- Neurology, Ophthalmology and Special Senses
- Cardiovascular and Respiratory
- Urogenital (sub-divided into Renal and Reproduction)
- Alimentary
- Endocrine
- Skin
- Lymphoreticular and Haemopoetic.

Some of the concepts key to a veterinary curriculum are not easily integrated in a body systems-based manner and therefore, in addition to the body systems strands, there are three non-body systems strands entitled Professional Studies, Principles of Science and Population Medicine and Veterinary Public Health (PMVPH).

The Professional Studies strand aims to equip students with the knowledge, confidence, skills and resilience that they will need to thrive in veterinary practice, successfully manage professional dilemmas, and resolve challenging clinical and professional situations. Topics covered in this strand include communication skills, ethics, veterinary business, professional reasoning, clinical reasoning and evidence based veterinary medicine.

The Principles of Science strand allows students to understand concepts that underpin and traverse teaching delivered in body system strands. Topics that are covered in the Principles of Science strand include genetics, molecular biology, histology, pathology, virology, bacteriology, pharmacology and parasitology in the pre-clinical didactic years of the programme. In the clinical didactic years the themes covered include clinical reasoning, anaesthesia, oncology, surgical

principles, diagnostic imaging, clinical pathology, clinical immunology, nutrition, clinical pharmacology and emergency medicine.

The PMVPH strand considers animal health and disease, and their interaction with human health and disease, at a population level.

The Principles of Science strand and the Professional Studies strand are taught frequently throughout the didactic phase of the programme (years one to four). The sequence in which the intermittently visited strands are delivered appears at Appendix 1: Standard 9 Table 19¹⁶¹.

Following completion of the first term of fourth year, students undergo a period of “rotation preparation” before entering the clinical rotation phase of the programme. During a 14 month period, running from February of the year prior to a student’s graduation to April of the year of graduation, students complete a period consisting of 28 weeks of rotations, 14-16 weeks of extra- mural studies (EMS) and an eight week research project. On completion of the clinical rotations phase students have a short period of didactic and practical elective teaching after which they take their final examinations.

Each strand, elective, rotation, year and/or phase of the programme has a leader who takes primary responsibility for management of that section of the programme. The Course Director oversees the programme. Integration of the curriculum is considered vertically i.e. between years of the programme and horizontally i.e. within years of the programme. Vertical integration ensures a coherence between different visits to strands in the didactic phases of the programme. Horizontal integration ensures a suitable relationship between learning material in different strands delivered at similar points in the same academic year.

The programme level outcomes (as stated above) inform the development of learning outcomes which are stated at the level of each year of study, each strand and each teaching session e.g. each lecture, practical, directed learning session etc. All of the objectives of all teaching sessions are compiled and mapped to the higher level BVetMed learning outcomes as well as RCVS Day One Competences and the AVMA Competencies. This ensures each session has clear relevance to the overall outcomes of the programme. We are in the process of entering these data into curriculum mapping software that will allow more integrated management of the curriculum objectives and their delivery.

A curriculum cannot anticipate every problem that will develop over the duration of a graduate’s career, or the shifting expectations of society. However, equipping students to be lifelong learners should provide them with the skills that they will require to maintain currency in their knowledge, skills and attitudes. This will give them the tools to adapt to the differing situations and expectations that they encounter. The ultimate aim of

¹⁶¹ 145 Sequence of visits to Strands

the BVetMed curriculum is for our students to develop the self-directed learning skills required to allow them to become effective and resilient lifelong learners and problem solvers.

METHODS OF INSTRUCTION AND LEARNING OPPORTUNITIES

In the first two phases of the programme (10 terms) we provide diverse learning opportunities and aim to match the optimum method of teaching to the desired learning outcome. Teaching methods include the following:

- Clinical Skills Sessions
- Directed Learning Sessions including the use of clinical case scenarios
- Dissections
- Lectures
- Practical classes in labs and on our working farm
- Private Study Session
- Tutorials (including live animal anatomy).

Where appropriate, online learning interactions (previously known as computer-aided learning aka CALs) are used. Simulation is used extensively in the CSC. A typical week of teaching in the third year and the first term of fourth year would consist of a mixture of activities in different strands¹⁶² One day of teaching a week (usually Monday) is dedicated to Principles of Science, half a day a week is dedicated to Professional Studies (usually Wednesday morning) and the other three days a week are dedicated to the body system-based strand that is being delivered at that time. Half a day a week – Wednesday afternoons – is set aside to allow students to participate in recreational activities.

PRECEPTORSHIPS AND EXTERNSHIPS

The BVetMed programme culminates in the clinical rotation phase of the programme. This phase consists of approximately 14 months from February of one year to April of the following year. During this period students undertake a series of rotations which are equivalent to preceptorships. They also undertake the majority of their extra-mural clinical studies which are similar to externships.

Clinical rotations are undertaken either in facilities owned and managed by the College or in facilities owned by third parties that have entered into a contractual agreement with the College to provide clinical teaching and/or where members of staff employed or trained by the College work. All rotations have clearly stated learning objectives (mapped to Course Outcomes, RCVS Day One Competences and AVMA Competencies) and represent opportunities for students to receive instruction and obtain practical experience with a wide range of species in different clinical settings.

Rotations are classified as core rotations which must be undertaken (and passed) by all students and tracking rotations which students elect to undertake (but which must also be passed). There are 22 weeks of core rotations

and six weeks of tracking rotations.

The core and tracking rotations offered in the current academic year (2018/19) are shown at Appendix 3: Standard 9 Table 9.4¹⁶³.

DELIVERY OF SPECIFIED INSTRUCTION

The location of specific aspects of teaching required in the programme are outlined in Appendix 1: Standard 9 Table 21¹⁶⁴. Evidence to support this can be found in the learning objectives for strand teaching and the clinical rotations.

STUDENTS' CHOICES OF ELECTIVE SUBJECTS

Elective tracking rotations:

Students are requested to select five tracking rotation options prioritising one over the other, i.e., first and second choice etc. Approximately 80% of students obtain their first choices.

Elective didactic teaching:

Students are presented with a list of electives taking place during the three teaching weeks in final year (post rotations) and asked to choose two electives from each week, prioritising one over the other, i.e. first and second choice.

LIMITATIONS ON STUDENTS' FREEDOM TO CHOOSE ELECTIVES

We try to impose relatively few limitations on a student's elective study choices as these are, by definition not compulsory components. However, it is sometimes necessary through constraints on resource limited availability to restrict the number of students on popular electives. This is done in as fair a way as possible. Students may also use their EMS placements to focus on their chosen area of clinical practice or veterinary related activity.

Elective tracking rotations:

The track rotations and the number of spaces offered are based on various factors but principal among them is the opportunity for students to enhance their skills in specific areas of veterinary science. Each track rotation has a maximum capacity, dependant on the service. The Research track is available to those students who wish to specialise in this area but, if chosen, all six weeks of track must be dedicated to research.

Elective didactic teaching:

The didactic electives that run over three weeks once rotations have been completed are determined by the Elective Director and Elective Leaders. The decision to offer a week of elective teaching is based on various factors such as the demand and popularity of the electives that ran the previous year, staff availability and resources i.e. timetable restrictions and cadavers. If two of a student's preferred electives fall in the same week the student has to forgo one of them. Each didactic elective has a maximum capacity to ensure teaching and learning

¹⁶² 146 Typical week of teaching in Years 3 and 4

¹⁶³ 147 Clinical Rotations

¹⁶⁴ 148 Specific aspects of teaching required in the programme

is not compromised.

ARRANGEMENTS FOR TEACHING IN ABATTOIRS AND PREMISES FOR FOOD PRODUCTION

As part of one of the two week core farm animal rotations (Synergy), the students spend a morning at an abattoir¹⁶⁵ in the south west of England; on the same day, the students have to complete three computer aided learning exercises on a) ante-mortem inspection, b) post-mortem inspection and c) notifiable diseases and Surveillance at post-harvest. The students also conduct a visit during this rotation to a knacker's yard¹⁶⁶, where they also cover surveillance. Furthermore, zoonotic diseases at farm level are also covered as part of the Youngstock half day¹⁶⁷ covered in this rotation.

As part of the FACS or pathology rotation, one day every two weeks will include a visit to a red meat commercial abattoir with an allocated cutting plant that is facilitated by our Veterinary Public Health staff and includes a Veterinary Public Health seminar on outbreak investigation.

The second two week core farm animal rotation (Endells) includes a visit to an integrated milk and cheese producer where food technology and food safety associated with dairy production systems are covered. Pertinent issues such as responsible use of antibiotics and antimicrobial resistance are embedded and emphasised throughout all of our core farm rotations.

UNDERSTANDING DIFFERENCE

The framework that informs ethical decision making is explicitly taught within the Professional Studies strand as well as a professional problem-solving framework that ensure that the needs of stakeholders are identified and considered. These issues are explicitly discussed during the core clinical rotations in the charity practice, the Blue Cross, and in the Shelter Medicine rotation, and especially through activities at the RSPCA in relation to accessible care. Both rotations are in central London with a client base that is both ethnically diverse and has socioeconomic challenges. This is also true for those clients attending the BSAH.

EXTRA-MURAL STUDIES (EMS)

The RCVS requires all students to undertake 38 weeks of extramural studies during their veterinary programme. This consists of 12 weeks of animal husbandry extramural studies (AHEMS) and 26 weeks of clinical extramural studies (Clinical EMS).

EMS placements are undertaken in a range of veterinary related contexts, to enable students to gain an appreciation of the breadth of the veterinary role and how veterinary medicine and science operate in "real life" and commercial environments. The aims of EMS are to enable students to:

- develop their animal handling skills across a

range of common domestic species

- develop their understanding of the practice and economics of animal management systems and animal industries
- develop their understanding of practice economics and practice management
- develop their understanding and gain further experience of medical and surgical treatments in a variety of species
- develop communication skills in all aspects of veterinary work
- expand their experience to those disciplines and species not fully covered within the College curriculum
- appreciate the importance of animal welfare both in animal production and in the general practice of veterinary medicine
- gain experience to help them appreciate the ethical and legal responsibilities of the veterinary surgeon in relation to individual clients, animals, the community and society
- gain experience of a variety of veterinary working environments.

EMS is closely regulated to ensure that the student gains maximum benefit from their experience. The management of EMS is the responsibility of the College's Directors of AHEMS and EMS, while its day-to-day administration rests with the Academic Registry. Academic Registry ensures that students, tutors and participating farms and practices are fully aware of the aims and objectives of AHEMS and EMS, which are set out in Student Handbooks, and conform to all relevant regulations and guidelines. The College liaises closely with the other UK veterinary schools and the RCVS to ensure that standards are maintained nationally and the overall efficiency of the system continues to be enhanced.

Students can log and reflect on their acquisition of skills developed on AHEMS and EMS placements as well as communicate with their tutors about these skills through our bespoke online resource, Folium (see **Standard 11**).

Student requirements to undertake AHEMS and EMS with different species are outlined in Appendix 3: Standard 9 Table 9.3¹⁶⁸.

ASSESSMENT OF STUDENTS

In order to obtain a BVetMed qualification and become a qualified veterinarian all students must pass major assessments which take place approximately once a year. During the period of rotations all students must pass all of the rotations they undertake.

Each year Assessment and Award regulations¹⁶⁹ are published giving clear guidance regarding the nature of the assessment students will experience, how the assessment will be graded and what students need to do in order to pass the assessment. Equitable treatment of

¹⁶⁵ 149 Farm Animal Practice - Synergy: VPH Langford Abattoir

¹⁶⁶ 150 Farm Animal Practice - Synergy: Post Mortems

¹⁶⁷ 151 Farm Animal Practice - Synergy: Youngstock

¹⁶⁸ 152 EMS

¹⁶⁹ 124 Course A&A Regulations (previous)

students is assured by submitted work being anonymised prior to marking wherever possible. Clear marking schemes exist for different types of submitted work which are openly available on the College website¹⁷⁰.

Where anonymous assessment is not possible, for example when assessing performance on rotations, clear descriptors are provided to assessors to enable them to fairly judge the performance of individual students. These descriptors are available to students and appear in the rotation handbook.

Academic standards are upheld by reference to external reference points where possible including the Framework for Higher Education Qualifications¹⁷¹, the Subject Benchmark Statement for Veterinary Science¹⁷², and guidance published by our accrediting bodies including the AVMA, EAEVE and RCVS.

Examinations are blueprinted against learning objectives for a given section of the programme. This means that each question used in an examination is related to specific, stated learning objectives and a broad and representative sample of learning objectives for each section of the programme is tested. This blueprinting, combined with standard setting, provides clear evidence that students passing a given assessment have achieved an adequate standard in that section of the programme. Thus we can be confident that students have achieved the appropriate level of understanding of normal function, homeostasis, pathophysiology, mechanisms of health/disease, and the natural history and manifestations of important domestic and foreign animal diseases.

Standards are maintained by the application of standard setting processes to examinations where this is appropriate. This is done for all single best answer examination papers (multiple choice question (MCQ) and extended matching question (EMQ) examinations). The use of a question bank to store questions and data associated with question performance, also allows year-on-year performance of cohorts to be compared. OSCEs are also routinely standard set.

An additional method to ensure that academic standards are maintained is provided by the external examiner system used in UK Higher Education Institutions. External examiner teams are appointed to oversee the examinations undertaken by our students. The teams of examiners are asked to provide an annual report which verifies that the assessment has been fair, is of an appropriate standard and students passing the assessment are of a similar standard to those examiners have encountered at similar institutions

CURRICULAR REVIEW AND QUALITY ASSURANCE

Curricular review and quality assurance are overseen by the TQC according to the academic quality assurance and

enhancement procedure for the monitoring and review of courses¹⁷³. Annually each discrete unit of teaching (e.g. strand, rotation or elective) is reviewed by the Course Director, unit leader and other members of faculty who contribute to the teaching.

This is an opportunity to reflect on feedback received on the strengths and weaknesses of each unit of teaching. This helps to identify aspects that may need modification including identifying omissions and potential areas of overlap and redundancy. Sources include student feedback on teaching, feedback from external examiners relating to the performance of students in assessments, feedback from recent graduates and feedback from employers. On the basis of these reviews, Year Leaders prepare an AQIR. An overall AQIR is then prepared by the Course Director for the programme as a whole. Year level and programme level AQIRs undergo scrutiny by a TQC Subgroup, the Annual Quality Improvement Group (AQIG), which meets to consider and approve the AQIRs.

In addition to this annual process of review a full review of the programme is normally undertaken every six years according to the guidelines for periodic review of courses¹⁷⁴. This review is conducted by a panel consisting of faculty members, at least one student and at least two members external to the College. The periodic review panel has clearly stated terms of reference which include instructions to review:

- the continuing validity, relevance and currency of the programme's aims, objectives, and content
- the extent to which the aims and objectives are being achieved
- the extent to which the programme continues to meet the needs of students and of prospective employers of graduates
- the academic standards of the programme, with particular reference to changes in external reference points including the Framework for Higher Education Qualifications, any relevant subject benchmarking statements, any relevant legislation or commitments to European or international processes and, where appropriate, the requirements of professional, statutory and regulatory bodies and employers
- the quality of the programme.

The BVetMed programme last underwent periodic review in January 2017¹⁷⁵ and will undergo its next periodic review in 2023.

CURRICULAR CHANGES SINCE THE LAST ACCREDITATION VISITS

The last major revision of the structure of the BVetMed curriculum was undertaken in the period 2007-2012. This curricular revision was therefore in progress or had recently been completed at the time the College last underwent accreditation visits by the RCVS, EAEVE

¹⁷⁰ 153 Marking Schemes

¹⁷¹ 154 The Frameworks for Higher Education Qualifications of UK Degree-Awarding Bodies

¹⁷² 155 QAA Subject Benchmark Statement: Veterinary Science

¹⁷³ 156 Monitoring and Review of Courses

¹⁷⁴ 157 Guidelines for Periodic Review of Courses

¹⁷⁵ 158 Report of the 2017 Periodic Review of the BVetMed programme

and AVMA. The introduction of the curriculum was completed with the graduation in 2012 of the cohort of students that entered the five-year programme in 2007. Since the introduction of the current iteration of the curriculum there have been few significant changes to the overall curriculum structure. The normal processes of annual review have resulted in minor modifications to curriculum delivery but no substantive changes to learning outcomes. The overall structure of the curriculum is sufficiently flexible that it accommodates a continuous process of development and improvement.

Changes that have been introduced since 2012 include the following:

- Modification of the small animal clinical rotations to increase emphasis on, and experience of, primary care practice, shelter medicine and accessible care practice (based in charities)
- Modification of the clinical rotations in equine to improve exposure to equine practice
- Delivery of four weeks of farm animal core rotations at off site locations in partnership with two practices, Endell and Synergy
- Improved recording and monitoring of individual clinical competences with the introduction of Folium and review of progress by clinical tutors.

STRENGTHS AND WEAKNESSES OF THE BVETMED

This utilisation of multiple sources of feedback in addition to the process of annual and periodic review allows the College to identify the areas of strength and weakness within its curricular design. We believe our strengths and weaknesses are as follows:

Strengths

- Modern curricular design, encouraging a scientific approach and making use of good pedagogical practice
- Assessment strategies that encourage integrated learning across topics and disciplines;
- The explicit intention to create graduates prepared for lifelong learning through use of directed learning and problem-solving approaches
- Trying to minimise factual content to avoid “content-overload”
- Facilities such as the QMHA and the CSC
- The first dedicated Shelter Medicine rotation in the UK
- Collaborative partnerships with veterinary practices and charities to ensure that students receive a comprehensive clinical experience across all species
- A curriculum taught and led by competent and committed faculty, the majority of whom are recognised as Fellows of the Higher Education Academy
- Extensive clinical experience with 54 weeks of clinical exposure (28 weeks of IMR rotations and 26 weeks of clinical EMS)
- Active involvement of all students in original research studies through Research Projects 1 (RP1) and 2 (RP2)

- A focus through the Professional Studies strand of providing explicit communication, professional and ethical decision making frameworks to support students develop the essential professional skills of a competent veterinarian
- Explicit teaching, support and assessment of a problem-based clinical decision making framework
- Regular opportunities for students to pursue areas of interest in greater depth, e.g., through tracking and research projects
- A strong representation of teaching based in or on first opinion practice in the core rotations.
- Very strong clinical specialist expertise available in the teaching hospitals
- Professional Orientation and Development (POD) programme at the beginning of the third year of the programme.

Weaknesses

As with any curriculum we recognise that there are weaknesses. Many of these we are already addressing or intend to address in the forthcoming curriculum revision.

- It is a challenge to ensure sufficient exposure of all our students to production animal practice in the south east of the UK. To meet this challenge it has been necessary to develop strategic alliances and satellite practices elsewhere in the UK, to which our students travel
- Some clinical specialities are relatively under-represented compared to others. The development of alliances with specialists not represented on our faculty, e.g., a specialist dentist is therefore sometimes necessary in the short term while we seek to address these deficiencies through targeted recruiting and/or “growing our own”
- Gathering feedback from students, graduates and employers is sometimes challenging. We continually try to refine our mechanisms to capture feedback. We still face difficulties engaging a sufficient number of our students in our feedback surveys. The recent development of a national employers feedback survey through the Veterinary Schools Council has greatly improved the quality and quantity of feedback received from this source
- Lengthy working hours on clinical rotations can be detrimental to the quality of students’ learning. This is being addressed by working towards a maximum “48 hour on-clinic week” for all rotations
- It is a challenge to ensure that all students recognise the importance of developing explicit professional and clinical decision making skills rather than simply focusing on acquisition of factual knowledge
- Insufficient early exposure to clinical activities to help students keep in their mind the “end goal” and the importance of their pre-clinical learning related to the fundamentals of veterinary science.

CONSIDERATIONS FOR FUTURE IMPROVEMENT

We are currently reviewing our curriculum with a view to further modifications. The modified curriculum will be introduced for students entering the programme in 2020.

The broad aims of the curricular modifications that we have already formed are as follows:

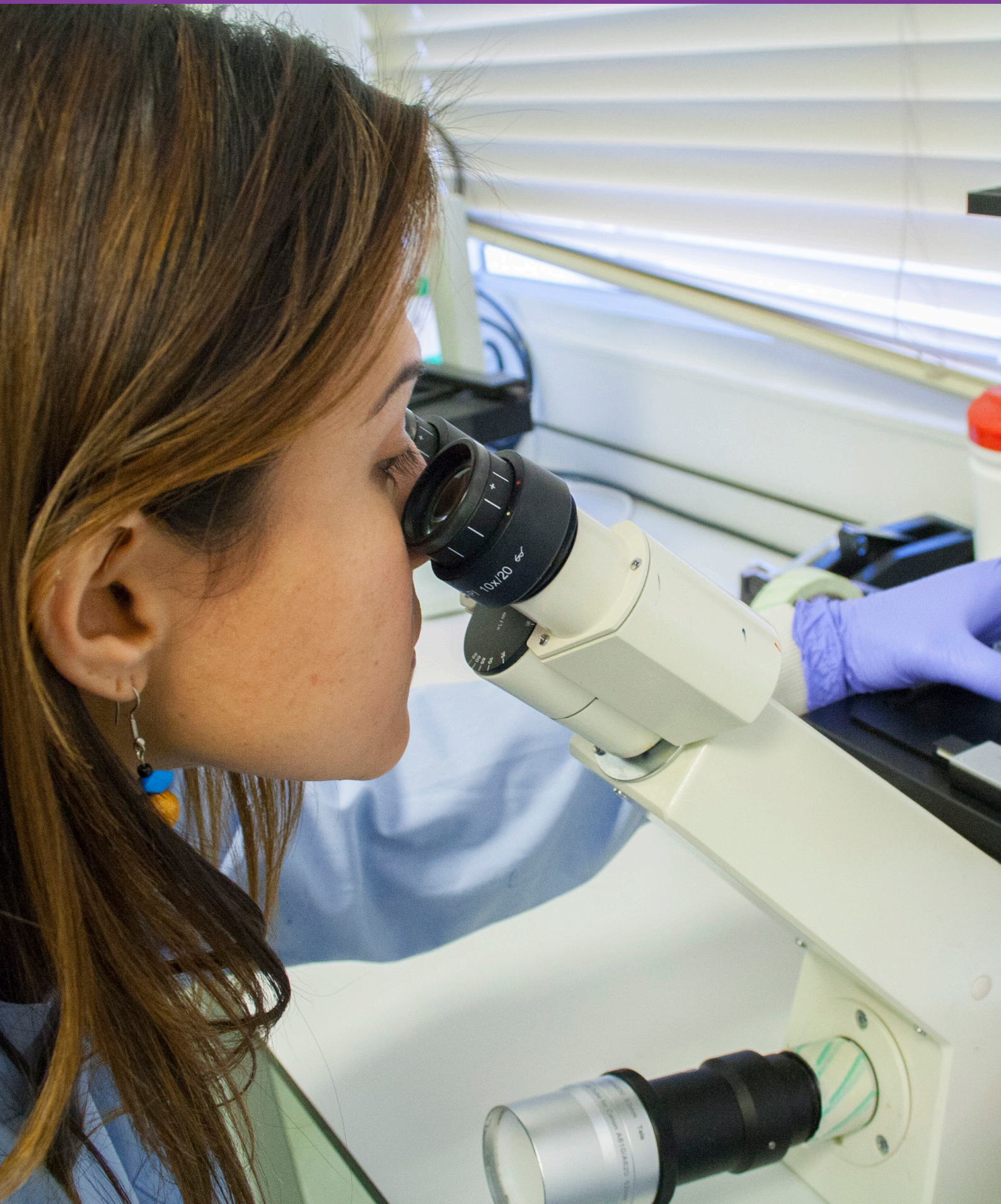
- To achieve better alignment and structure of preclinical and para-clinical teaching to support clinical learning outcomes and to improve recognition and relevance of each to the other
- The creation of a 3 + 2 structure in the five-year programme with three years of didactic teaching and a two-year rotation period interspersing some didactic teaching within the rotations
- The introduction of a longitudinal reflective portfolio as part of the Professional Studies strand
- Development of a Scholarship and Evidence Based Medicine strand to emphasise the importance of the scientific method to the veterinary profession
- To help build student resilience and capacity to function well in an uncertain world – both clinically and professionally
- To introduce greater clinical experience opportunities earlier in the programme
- To further impose limitations on students' time commitments especially during the rotation components of the course and to generally place a greater emphasis on creating a curriculum and a learning environment focused on maintaining student well-being through developing effective self-directed learners
- To enhance the role of appropriate digital technology in the learning experience and to ensure students are aware of the role such technologies will increasingly play in future clinical practice.

Please see Appendix 3: Standard 9 Table 9.1¹⁷⁶ and Table 9.2¹⁷⁷.

¹⁷⁶ 159 Digest of units of study (hours)

¹⁷⁷ 160 Digest of disciplines and subjects (student hours in course)

STANDARD 10: RESEARCH PROGRAMMES



STANDARD 10: RESEARCH PROGRAMMES

The College is a research-led institution with the vast majority of its faculty engaging in scholarship that generates new knowledge to inform their teaching and their scientific discipline and/or clinical practice.

Over the last three years the College has received approximately £10m (c. \$13m US) per annum in research grant and contract income. The quality of the research undertaken and the research environment provided is assessed periodically through the UK's REF,¹⁷⁸ with the latest exercise undertaken in 2014. The proportion of faculty rated as internationally world leading (4*) or internationally excellent (3*) increased to 79% from 55% in the previous 2008 exercise. Our BVetMed curriculum is not only delivered by research active faculty but is also informed by high-quality research and the latest research practices.

STUDENT INVOLVEMENT IN RESEARCH

Engagement of veterinary students with the research process is such that they, too, become producers of new knowledge in an environment where teaching and research are truly integrated. To enable this, we ensure that research and appreciation of the importance of the scientific method are at the heart of the BVetMed curriculum. There are fifteen programme-level learning outcomes and four of these relate specifically to research, scientific method, information literacy and lifelong learning (see **Standard 9**).

The theory and practice of scientific research are embedded in the curriculum with topics and experience in all five years of the programme. Relevant highlights of the teaching and associated aims and learning objectives are summarised in Appendix 1: Standard 10 Table 22¹⁷⁹. These activities are part of the core curriculum and therefore undertaken by all students undertaking the five year BVetMed pathway.

As part of RP2 students must submit an application for ethical approval of their project. This means they must summarise their project's aims and objectives and provide a succinct account of their project with sufficient detail for a review board to grant ethical approval.

A wide variety of RP2 project types is undertaken. Many of these projects are clinical research focused, but some involve participation in bench or field research. Students are allowed to apply to undertake either specific research projects proposed by particular supervisors, or outline an area in which they are interested in conducting a project. Each member of clinical faculty typically supervises between three and five students a year. Opportunities for supervision are also offered by colleagues conducting research in basic sciences. Students allocated to members of faculty who also have research active postgraduate students (including Master's students and PhD students)

will often interact with those postgraduate students during the period of their project.

The submitted work that is assessed on completion of RP2 contributes to the final year assessment and is written in the form of a research paper. All students are instructed on how to prepare a manuscript in a format suitable for publication. Some student projects¹⁸⁰ are of a quality to either warrant stand-alone publication, or as a contribution to a larger publishable project. There are numerous examples of students as either first authors or co-authors that have arisen as a consequence of work conducted as part of RP2. BVetMed students have also presented their research at external meetings, such as BSAVA congress and ECVIM congress. See also Appendix 3: Standard 10 Table 10.4¹⁸¹.

In addition to the activities undertaken by all students outlined above, those students who are keen to pursue other opportunities in research have various options to do so. These include the following:

- Undertaking an intercalated Bachelor's degree, including a research project, while studying for the BVetMed. A small number of non-graduate entry students, typically 10-20 per year, undertake an intercalated bachelor's degree¹⁸² either after the second or third year of their programme. These may be degrees offered at the College such as the intercalated BSc in Comparative Pathology, or degrees offered at other institutions. Intercalation is actively encouraged by the College. Most students that choose to intercalate do so in order to obtain a BSc degree but occasionally students intercalate to undertake a Master's degree, or even a PhD while studying to achieve a BVetMed. See also Appendix 3: Standard 10 Table 10.5¹⁸³
- Encouraging BVetMed students to undertake vacation studentships. Some studentships are funded by the College's charity, the ACT, while others are externally sponsored.
- Allowing students to undertake "Research Tracking". This involves a student dedicating their tracking rotation weeks to undertaking a longer research project. Research Tracking students allocate a minimum of 14 weeks to their research project instead of eight weeks
- Facilitating opportunities to take part in research at other institutions such as the Cornell Leadership Programme.

Although, as would be expected, the majority of graduates from the BVetMed programme go on to undertake careers in veterinary practice, some of our graduates choose to pursue a career in research. Some graduates may do this immediately on graduation but they are more likely to conduct research as part of a

¹⁷⁸ 022 Research Excellence Framework (REF) 2014 results

¹⁷⁹ 161 Research related teaching

¹⁸⁰ 162 Undergraduate Student Research

¹⁸¹ 163 Veterinary students in research projects

¹⁸² 164 Bachelor of Veterinary Medicine with an Intercalated Year

¹⁸³ 165 RCVS Veterinary Students Intercalating

Master's level qualification or a PhD after spending some time in practice. Nine students currently studying for a PhD at the College are BVetMed graduates and there has been consistent growth over the last eight years in the number of PhD students at the College with a BVetMed. This is illustrated in Appendix 1: Standard 10 Table 23¹⁸⁴.

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

FACULTY INVOLVEMENT IN RESEARCH

Approximately, 79% of our faculty are research active according to REF2014¹⁸⁵. This allows us to ensure our curriculum is informed by the latest research practices and new knowledge generated by research. It also increases opportunities for our students to gain adequate exposure to high quality research and to have direct contact with research active role-models. In turn this ensures students, when conducting research projects, will be supervised by faculty active in research. Members of faculty at the College are involved in a wide variety of basic, applied, clinical and educational research. Research groups are organised strategically into three over-arching themes; Comparative Physiology and Medicine, Livestock Production and Health and Pedagogical Research. Please also refer to Appendix 2: Standard 10 Table B¹⁸⁶.

COMPARATIVE PHYSIOLOGY AND MEDICINE

This programme encompasses our non-infectious disease research focusing predominantly on companion animals. The unifying philosophy of this programme is to understand how exercise, diet, ageing and genetics interact to influence health, response to injury and disease. The main strengths are in musculoskeletal biology, cardiovascular and renal medicine, endocrinology and metabolism, regulation of the immune system in the context of autoimmunity and cancer with developing strengths in brain health and behaviour. A number of research themes in this area are led by clinicians and have direct application in the clinical arena meaning that novel research findings are rapidly translated into new clinical applications which are then applied in a clinical setting and observed by students. Examples of areas of active research where this has happened include; the use of dietary modification in the management of canine epilepsy, early diagnosis and management of feline chronic kidney disease, improving diagnosis and treatment of canine mitral valve disease and feline cardiomyopathy, and improving the management of feline

diabetes and acromegaly.

LIVESTOCK PRODUCTION AND HEALTH

This programme integrates the disciplines of microbiology, parasitology, host genetics, immunology, pathology, epidemiology, public health and clinical medicine to tackle endemic, emerging and re-emerging infectious diseases of animals with particular emphasis on farmed livestock, and with an emphasis on pigs and poultry. A One Health approach (through interdisciplinary collaboration) is taken to understand the flow of pathogens (or genes within pathogens) between the environment, wildlife, domestic livestock and people. This approach underpins this research program, which addresses significant global challenges in the UK and developing countries. Examples include Highly Pathogenic Avian Influenza, Schistosomiasis, Brucellosis, *Peste des Petits Ruminants* and antimicrobial drug resistance. Research findings from this programme directly inform teaching and practice in areas of population medicine and veterinary public health (PMVPH) including antimicrobial resistance.

PEDAGOGICAL RESEARCH

Since its inception in 2005, LIVE¹⁸⁷ has been the focus for pedagogical research involving themes relevant to all aspects of the College's educational provision, including the BVetMed programme. LIVE has always seen research as intimately associated with development, and the complexity of the successful educational endeavour means that such development must occur on various levels. Therefore, LIVE has led "flagship projects" around the definition, teaching and assessment of day one skills and the nature and support of student learning. Linked to this, members of the LIVE team have been integrated with the College's Learning Development team to research and enhance individual student learning. LIVE has also funded a series of smaller focused projects aimed at refreshing and updating various components of the BVetMed, by introducing innovative methods of delivery built on a sound pedagogical evidence base.

Examples of research themes include:

- professional learning - the nature of the BVetMed learner, and the importance to professional learners of a "preference for complexity"
- clinical skills - "bridges" from classroom to clinics, including models and simulators, and better ways of sequencing and supporting learning
- non-technical skills and professionalism - definitions of professionalism, ethics education, moral reasoning and the role of the "hidden curriculum"
- e-learning and distance learning - factors affecting uptake of mobile learning, use of Web 2.0, and engagement in CPD
- student motivation to study veterinary medicine, selection and progress.

¹⁸⁴ 166 BVetMed Graduates enrolled on RVC PhD

¹⁸⁵ 022 Research Excellence Framework (REF) 2014 results

¹⁸⁶ 167 Faculty involved in research

¹⁸⁷ 026 LIVE (Lifelong Independent Veterinary Education)

The direct relationship between these research themes and teaching and learning means that findings can be directly implemented in the development of the curriculum.

The College monitors the number of publications produced by members of faculty. In 2016, 498 papers were published. In 2017, the last year for which complete numbers are available, there were 501 papers published. The Research Office maintains a repository¹⁸⁸ of these publications. In order to comply with the “open access” requirements of the next REF audit, the majority of manuscripts published by faculty can be accessed via this online portal.

Members of faculty are actively involved in research panels, commissions, advisory boards or editorial boards. There are also numerous examples of individual faculty, contract researchers and research students receiving national and international awards as a consequence of their research.

INTERNS, RESIDENTS AND RESEARCH STUDENTS' INVOLVEMENT IN STUDENT TEACHING

The College offers one-year internships in the areas of small, large, exotic and production animals. It also offers residencies in various specialist disciplines in small animal, equine and production animals, anaesthesia, pathology, exotic animal, zoo health management and wildlife population health. Interns are postgraduate students registered for a post graduate diploma (PG Dip) in veterinary clinical practice and residents are post-graduate students registered for a Masters in Veterinary Medicine (MVetMed) as well as being enrolled in a recognised specialty training programme.

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

Postgraduate research students may assist with skills training of the BVetMed students but are not directly involved in their instruction

Please also see Appendix 3: Standard 10 Table 10.1¹⁸⁹.

OTHER POSTGRADUATE TRAINING

The College runs a successful continuing education

programme¹⁹⁰ offering both face-to-face, practical and online programmes for veterinarians and veterinary nurses. See also Appendix 3: Standard 10 Table 10.3¹⁹¹.

The College regularly reviews the relevance and currency of its CPD offering and modifies it accordingly.

RVC CPD is one of the education partners of the London Vet Show¹⁹² and provides several of the lecture streams at the conference. The London Vet Show has become a very successful annual CPD conference and is now the largest veterinary CPD event in Europe.

The College offers assessment opportunities for a large number of Certificate in Advanced Veterinary Practice (CertAVP) modules validated by the RCVS. Details of the modules offered, students enrolled and the number that have been successfully assessed can be found at Appendix 3: Standard 10 Table 10.6¹⁹³.

Please also see Appendix 2: Standard 10 Tables A¹⁹⁴ and C¹⁹⁵, and Appendix 3: Standard 10 Table 10.2¹⁹⁶.

CONSIDERATIONS FOR FUTURE IMPROVEMENT

Whilst we are content that the exposure to research of our veterinary students is significant and of good quality, arrangements for funding meaningful laboratory experience can be challenging. Wherever appropriate and possible, we will seek to ensure our students conduct their research projects with groups and in laboratories already in receipt of significant external research grant income. We will also explore new avenues for financial resourcing and work proactively with the research rich environment of London to establish more cost effective exchanges.

¹⁸⁸ 168 RVC Research Online

¹⁸⁹ 169 Interns and Residents as at June July 17

¹⁹⁰ 170 Continuing Professional Development

¹⁹¹ 171 CPD Courses June 17 to May 18

¹⁹² 172 London Vet Show

¹⁹³ 173 RCVS CertAVP

¹⁹⁴ 174 Number of students involved in research

¹⁹⁵ 175 HESA Figures on External Research Income by Financial Year

¹⁹⁶ 176 Postgraduate Programmes

STANDARD 10B: ASSESSMENT



STANDARD 10B: ASSESSMENT

Governance and oversight of the College's assessment strategy lies with LTAC, which is chaired by the Vice Principal (Learning, Teaching and Assessment). There is representation from faculty in all academic departments, including the Director of Assessment (pre-clinical) and the Director of Assessment (clinical); and from non-academic departments, including the Head of Examinations (for the Examinations Office).

The Examinations Office is responsible for implementation of the A&A Award Regulations, in collaboration with specific Year Leaders (who are responsible for blueprinting and assembling the examinations), Examination Board Chairs (who are responsible for coordinating post-examination quality assurance processes) and External Examiners (who are responsible for external validation of the assessment processes). The TQC has oversight of assessment procedures, to ensure compliance with quality assurance processes. Policies, regulations, guidance and procedural information regarding exams and assessment can be found on the College website¹⁹⁷.

OVERVIEW OF ASSESSMENT AND ASSESSMENT STRATEGY

The structure of assessment through the BVetMed programme is detailed in Appendix 1: Standard 10b Table 24¹⁹⁸. Each year, module and strand of the BVetMed programme (Veterinary Gateway, Graduate Accelerated BVetMed and BVetMed years 1-5) has its own Learning Outcomes and each taught session has Specific Learning Objectives. We are committed to providing formative assessment opportunities to students and ensuring they have at least one formative experience of any specific assessment type, before the summative experience. Summative assessments are mapped/blueprinted to the Learning Outcomes and Objectives, such that these are constructively aligned for progression through, and ultimately graduation from, the course. Exam question authors are required not only to provide model or keypoint answers, but also indicate the taught sessions and Learning Objectives that relate to each question.

The College discourages students from selective learning by ensuring that all strands are represented in terms of question selection, with choice limited to those modalities (e.g., essays) where depth of learning can be demonstrated and rewarded.

During the pre-clinical stages of the course, a multi-modal approach is taken to assessment of different aspects of student learning and ability, aligned with Bloom's taxonomy. Assessment of knowledge and comprehension (MCQ), application of knowledge, analysis and problem solving ability (Problem-solving questions), integration of knowledge and synthesis of information (Essays) and communication skills, application and integration of knowledge (ISF orals) are

utilised. In the clinical stages of the course, knowledge and understanding are assessed by MCQ, practical and communication skills are assessed using DOPS and

OSCE formats, with clinical reasoning, professionalism and professional ethics assessed in EMQ and long-answer written papers, in addition to continuous assessment during each of the IMR. Critical and scientific thinking are assessed by students undertaking one (Graduate entry students) or two research projects. The first project is completed during the pre-clinical (Research Project 1; BVetMed year 2) and the second during the clinical (Research Project 2; Finals Part III) stages of the course. Students are also required to complete 26 weeks of Clinical Extra Mural Studies (EMS) (equivalent to externships) as a pre-requisite to passing Finals Part 1.

ASSESSMENT OF CLINICAL SKILLS

Assessment of clinical skills is primarily undertaken within the remit of Final Examinations Part I.

CORE AND TRACK ROTATIONS

Faculty engage vigorously in continuous assessment during rotations. Each of the core rotations has Learning Outcomes, which are mapped against RCVS Day One Competences and AVMA Competencies. An example is provided for the Pathology IMR in Appendix 1: Standard 10b Table 25¹⁹⁹. Students' performance in each rotation is graded under the following categories: Professional Activity; Practical Skills; Clinical Reasoning and Knowledge. Each of these areas is graded as 'Pass' or 'Fail', with the additional option to award a "cause for concern" grade. The rotation grade descriptors are described at Appendix 1: Standard 10b Table 26²⁰⁰.

PRACTICAL SKILLS EXAMINATION

The Practical Skills Examination (Finals summative OSCE) is designed to assess student competence by sampling a selection of clinical and communication skills. The pass mark is set for each OSCE station, according to approved and accepted standard setting protocols (borderline regression method). The minimum number of stations to be passed will also be set. The final mark is then normalised and scaled. In order to pass overall, a candidate is required to have passed the OSCE having obtained at least an aggregated average of 50% from the examination and passed the minimum number of OSCE stations.

ASSESSMENT TO SUPPORT STUDENT LEARNING AND PROGRESSION

The College uses assessment to support student learning, encouraging students to reflect on their learning behaviour and to develop as self-directed learners. Using a combination of formative and summative assessments, we scaffold student learning and progression through the course. In particular, we aim to provide formative MCQs for each Learning Objective of every taught session. Summative assessments are blueprinting and aligned against module and strand Learning Outcomes.

¹⁹⁷ 153 Examiners & Assessment

¹⁹⁸ 177 Assessment route through BVetMed

¹⁹⁹ 178 Learning outcomes for pathology

²⁰⁰ 179 Rotation grading categories

Horizontal integration of assessment is designed to test a range of skills and abilities, while vertical integration of assessment is designed to evaluate progressive development of students towards clinical competence and fitness to practise. There is a progression of complexity of questions as the student navigates from pre-clinical to the clinical stages of the course. Questions delivered during the early years are designed to assess knowledge and understanding of important biological concepts and principles in terms of normal animal structure and function, which progresses to assessing their understanding of pathophysiology of disease, culminating in examinations that require students to demonstrate their ability in clinical problem-solving, decision making and professionalism.

Problem-solving and critical reasoning are major attributes that are developed through teaching and assessment during the course. Problem-solving questions in the early years are designed to encourage students to consider the basic sciences in a clinical context and assess their ability to apply knowledge. Clinical problem solving is assessed in the later years using EMQ and Integrated Reasoning long-answer questions. Finally, clinical reasoning is assessed at the end of the course in the long-answer written questions that form the basis of Finals Part II.

Summative assessment and progression requirements, as stipulated in the Assessment and Award regulations²⁰¹, are used at strategic points in the course with major summative assessments typically held at the end of each academic year. Decisions on student progression (i.e. pass/fail) are made at the Examination Boards, which take place shortly after completion of the assessment process and are attended by internal and external examiners. Decisions are informed by the assessment data, interpreted in light of progression requirements as set by the A&A Regulations, which are published in advance of the academic year.

Student assessment workload is managed through the College's Guidance on Assessment Tariffs²⁰². Staff assessment workloads are managed by Heads of Department, their Departmental Teaching Coordinators and assisted by non-academic staff within the Examinations Office. The College has invested in a software solution (Workload Allocation Management System, Simitive) to manage various aspects of academic staff workload, including assessment. Assessment workload will be managed through this system by quantifying academic time spent writing questions and marking, according to specified tariffs.

The College has developed a 'Feedback Policy and Guidance to Staff and Students'²⁰³ to ensure constructive and timely feedback is provided to help guide student learning.

We are committed to providing timely, appropriate and

useful feedback to students on their academic progress and achievement.

- Feedback must be unbiased, objective and provided in a timely manner; helping students understand the marks or grades they have received for the work submitted
- Feedback must enable reflection on skills and performance; supporting students in closing the gap between current and desired performance
- Students have a responsibility to consider feedback given on their work, to seek to understand it, and to act on it.

The strong improvement in the NSS results for assessment and feedback reflects the strategic implementation, since 2014/15, of the College-wide feedback policy, embraced enthusiastically by the majority of staff. The policy sets out required turnaround times for assessment feedback and provides guidance on appropriate styles of feedback in different settings. It has been supported by extensive development activity, including well-attended staff/student workshops. According to the International Student Barometer (ISB) 2016 data, 78% of students were either satisfied or very satisfied with the feedback received on formal written submissions. Another significant improvement in feedback practice has been the move from written feedback on BVetMed clinical rotations to individual face-to-face feedback at the end of each one-week or two-week block, which has been well-received by students.

ASSESSMENT STRATEGY - DEVELOPMENT, IMPLEMENTATION AND REVIEW

Faculty and external stakeholders are involved in developing the assessment strategy for the different stages of the course ensuring alignment with the Learning Outcomes and that assessment is vertically integrated in terms of student progression. The College's overall assessment strategy for the course is reviewed as part of the Periodic Review²⁰⁴ of the programme, which normally takes place every six years, overseen by the TQC and LTAC. Ultimately, final development and implementation of this assessment strategy is the responsibility of the Course Director and the Directors of Assessment, with operational input from Year Leaders.

Assessments are coordinated and delivered by a dedicated team of staff in the Examinations Office. The pre-assessment process requires input from Year Leaders in terms of blueprinting and construction of examination papers and requisition/selection of suitable questions from Strand/Module Leaders. Departmental Teaching Coordinators are generally consulted at this stage to ensure fair and equitable distribution of workload and planning for marking activity. External examiners are consulted at an early stage to ensure that the assessment strategy is being followed and that the questions are suitable.

Post-assessment strategies are implemented by staff in

²⁰¹ 124 Course A&A Regulations (previous)

²⁰² 180 Guidance for design of assessment in modules

²⁰³ 181 Feedback Policy and Guidance to Staff and Students

²⁰⁴ 157 Guidelines for Periodic Review of Courses

the Examinations Office with input from the Chair of the Examination Board, Directors of Assessment and the external examiners, to ensure that the assessment strategy as specified in the A&A Regulations is being followed. Assessment strategy is further reviewed on an annual basis via a formal review process²⁰⁵ with production of an AQIR required from Year Leaders, which is discussed at TQC and any proposals for modification to A&A Regulations (in terms of strategic or operational changes) are taken forward for discussion/approval by LTAC and then AB for final ratification.

ENSURING FAIRNESS, VALIDITY AND RELIABILITY

Guidelines relating to the production of examination papers are published on the College website²⁰⁶.

Pre-assessment procedures are designed to ensure fairness of the examination. For MCQs and EMQs, a database of questions has been developed, using commercial software (Ripley Systems). The question bank contains information relating to the provenance and previous performance of each question. This allows Year Leaders to blueprint the examination, to ensure appropriate weighting of questions against the various taught components (strand/module/unit). In addition, where a question has been used previously in an end of year assessment, performance statistics will be available, which provide a guide in terms of question difficulty and discriminatory capacity. A balance of discriminatory questions with a range of question difficulties can therefore be selected and a predicted pass mark can be obtained in advance of the test, based on analysis of the Minimally Competent Candidate Facility Scores. Written response questions (PSQ, essay, clinical reasoning questions) are scrutinised by a panel of academic staff, including Strand Leaders and a representative from the EDev team before inclusion in the examination. Completed question papers are submitted to external examiners for review and the questions modified where necessary, based on the comments/suggestions received. The College guidelines on marking are published on the College website²⁰⁷.

Post-assessment, MCQ and EMQ performance characteristics for each question are generated and scrutinised independently by the Examination Board Chair and one of the Directors of Assessment. Those questions with particularly high or low Facility Scores, and/or which lack discrimination (e.g. Low Point Biserial) are identified for further scrutiny. An academic decision is then made as to whether or not it would be reasonable to exclude individual questions from the examination on the basis of 'fairness', when i) the question stem and/or distractor(s) are poorly written, phrased and/or are misleading, or ii) the question does not seem to align with the material taught during the course. A

report is generated that includes question performance data, interpretation of low performing questions and recommendations regarding exclusion of particular questions and submitted to the external examiners for comment/ratification. Once agreed, poorly performing questions can be removed and the student performance data passed on for standard setting.

Standard setting of MCQ and EMQ papers is performed using a Mixed Model Method, which has been internally validated as part of an MSc Veterinary Education research project²⁰⁸. This method has been rigorously trialled and has now been approved by LTAC for implementation in all BVetMed MCQ/EMQ assessments where student numbers are greater than 75. As part of this process, Minimally Competent Candidate Facility Scores (MCC-FS) can be calculated for each individual question, which are incorporated into the MCQ question bank. For resit examinations, where low numbers of candidates preclude the use of the Mixed Model Method, standard setting is performed based on calculating the mean value for the MCC-FS values for the questions used in the test, whereby only previously validated questions are eligible to be used for a re-sit paper.

Internal examiner marking of problem-solving, short answer and long answer questions is scrutinised by objective (reliability statistics) and more subjective (sample marking) means. Descriptive and reliability statistics are applied to marking data for written assessments. A variety of statistical methods is used to identify any elements of the examination that seem to be discrepant, this is followed up by sample marking to determine whether there is evidence to justify removal of a particular question from the assessment or whether a re-mark of the question is warranted.

Cronbach's alpha is initially calculated for marking data on a particular paper. Scores between 0.6-0.8 are considered acceptable, whereas values below 0.5 suggest that one or more questions require further scrutiny in terms of the reliability of the marking. The general guidelines on sample marking can be found on the College website²⁰⁹.

External examiners moderate assessments to confirm they are fair, valid and reliable. External examiner reports are scrutinised by TQC and appropriate responses are required from Year Leaders, documented and published in their AQIR, with clear Actions and Outcomes. TQC is responsible for ensuring compliance with any changes. External examiner policies, procedures and reports/responses can be found on the College website²¹⁰. Academic misconduct in assessment is taken very seriously by the College and a number of policies and procedures²¹¹ (including with respect to plagiarism²¹²)

²⁰⁵ 182 Module and Strand Review

²⁰⁶ 183 Setting and Production of Examination Papers

²⁰⁷ 184 Marking RVC Examinations

²⁰⁸ 185 MSc VetEd thesis

²⁰⁹ 184 Marking RVC Examinations

²¹⁰ 186 External Examiners

²¹¹ 187 Academic Misconduct Process

²¹² 188 Supporting RVC staff and students in avoiding plagiarism

have been developed for this purpose.

ASSESSMENT AND AWARD REGULATIONS

Grades are determined and final marks awarded as specified in the Assessment and Award Regulations, published on the College website²¹³. The structure/format of the assessments, the process by which grades are awarded and progression requirements are stipulated in these documents:

- BVetMed Gateway²¹⁴
- Graduate Accelerated BVetMed²¹⁵
- BVetMed year 1²¹⁶
- BVetMed year 2²¹⁷
- BVetMed year 3²¹⁸
- BVetMed year 4²¹⁹
- BVetMed year 5 (Finals Part I)²²⁰
- BVetMed year 5 (Finals Part II)²²¹
- BVetMed year 5 (Finals Part III)²²²

Grades are awarded for individual pieces of written work, according to the designated marking scheme specified in the A&A Regulations. For example:

- Problem-solving questions are divided into sections, with the number of marks allocated to each section clearly stated, totalling 10 marks for the whole question. The model answer will state how marks are to be allocated for specific factual answers, or the description or completion of a defined process.
- Short answer questions are marked according to the College 0-10 Marking Scheme²²³.
- Long answer questions / essays are marked according to the College Common (0-100) Grading Scheme / Long Answer Questions²²⁴
- Research Projects 1 and 2 are marked according to the College Common (0-100) Grading Scheme / Research Project Reports²²⁵
- Integrated Structure and Function Orals, marks are awarded in three sections of increasing complexity: Level One (one mark): Student is required to identify a specimen. [Bloom's taxonomy level 1]. Level Two (six marks): Student is required to demonstrate an integrated approach to their knowledge and understanding of normal structure and function of a biological system. [Bloom's taxonomy levels Two-Four]. Level Three (three marks): Student is required to demonstrate an advanced level of knowledge

and understanding. Typically shows critical thinking and powers of analysis and synthesis of information [Bloom's taxonomy levels Five-Six]

- For oral presentations (typically In Course Assessment), marks are awarded according to the College Mark Scheme for Oral Presentations²²⁶
- For Directly Observed Procedural Skills (DOPS), grades are assigned as: Exceeds expectations, Meets expectations, Borderline, Below expectations. An overall result of "Competent" will be given for each DOPS station when a student has one Borderline mark or better, any grade of Below expectations or any two Borderline grades will give an overall result of "Not yet competent".

Specific progression requirements can be found in Appendix 1: Standard 10b, Specific Progression Requirements²²⁷.

STAFF TRAINING

Training for staff, including those working in off-campus facilities is fully outlined in **Standard 8** within the "Teacher Training" section.

APPEALS PROCESS

Documentation relating to complaints and appeals processes are published on the College website²²⁸, where both the procedure²²⁹ and an overview²³⁰ of the appeals process are available. Briefly, students who have failed an assessment and are unable to progress, will be notified of their right of appeal in a letter from the Academic Registrar. The letter will indicate the deadline for submission of appeals, which shall be not less than one month after the first decision concerning progress. Students may put forward a case regarding their results or continuation of study on the basis of various factors. Depending on the factors cited, the case will be considered either as an Appeal, a potential Administrative Error or a Complaint. A student who makes an appeal will suffer no disadvantage as a result of making an appeal.

CONSIDERATIONS FOR FUTURE IMPROVEMENT

We will strive to ensure our students have absolute clarity around all of our assessments. We will also consider, possibly in collaboration with the Veterinary Schools Council, whether a generalised progression test would have utility in our curricula.

²¹³ 124 Course A&A Regulations (previous)

²¹⁴ 189 A&A Regs: BVetMed Gateway

²¹⁵ 190 A&A Regs: Graduate Accelerated BVetMed

²¹⁶ 191 A&A Regs: BVetMed year 1

²¹⁷ 192 A&A Regs: BVetMed year 2

²¹⁸ 193 A&A Regs: BVetMed year 3

²¹⁹ 194 A&A Regs: BVetMed year 4

²²⁰ 195 A&A Regs: BVetMed year 5 (Finals Part I)

²²¹ 196 A&A Regs: BVetMed year 5 (Finals Part II)

²²² 197 A&A Regs: BVetMed year 5 (Finals Part III)

²²³ 198 0-10 Marking Scheme

²²⁴ 199 College Common (0-100) Grading Scheme

²²⁵ 199 College Common (0-100) Grading Scheme

²²⁶ 200 College Marking Scheme for Oral Presentations

²²⁷ 201 Specific Progression Requirements

²²⁸ 202 Further Student Policies and Procedures

²²⁹ 203 Appeals and Representations

²³⁰ 204 Appeals Procedure

STANDARD 11: OUTCOMES ASSESSMENT



**Teaching
Excellence
Framework**

STANDARD 11: OUTCOMES ASSESSMENT

The College recognises that outcomes assessment is pivotal to quality enhancement and “closing the loop” at all levels of resolution in curriculum delivery. In common with other institutions, the College has invested significantly intellectually, financially and operationally in developing and delivering procedures that address the evolving thinking of the sector and its regulators in this important area.

STUDENT EDUCATIONAL OUTCOMES AND ACHIEVEMENT

We place the highest priority on ensuring that our graduates have had adequate opportunities to develop all nine AVMA Competencies and RCVS Day One Competencies by linking these to Learning Outcomes (LO) throughout the programme.

To ensure these links are explicit for the benefit of both those delivering and acquiring these competencies/competences, we have undertaken an extensive exercise to locate, tabulate and map the LOs for all classes across all five years of the BVetMed to these competencies and competences. Strand Leaders were also asked to review their classes and LOs, to update them where necessary and to ensure that all Strand Leader handbooks, course/class pages (on RVC Learn) and teaching material LOs were harmonised. This mapping project is near to completion and we have invested £29k in new repository software (Liftupp) which will be populated over the coming months.

The most recent phase of the mapping exercise was a review of the IMR LOs with a view to ensuring that:

- all Rotations have clear and accessible LOs
- the LOs for each rotation include the competencies/competences
- the LOs are presented on RVC Learn in a consistent manner
- feedback opportunities, both formative and summative, are clearly signposted.

The most recent phase of the mapping exercise was a review of the IMR LOs with a view to ensuring that:

- all Rotations have clear and accessible LOs
- the LOs for each rotation include the competencies/competences
- the LOs are presented on RVC Learn in a consistent manner
- feedback opportunities both formative and summative are clearly signposted.

The evidence that students have achieved these LOs/competencies through the programme is provided by the following:

- Mixed method assessments in years three and four (including MCQ, EMQs and long answer problem solving questions) which are blueprinted to the LOs for each strand in each year;
- DOPS conducted by faculty which also test students against these competencies/competences;
- Assessment of students in rotations in the following categories:

- o Professional activity
- o Practical skills
- o Clinical reasoning and application of knowledge
- Objective Structured Clinical Exams (OSCEs) which take place in BVetMed Finals to test students' achievement of practical clinical competencies. These examinations are also observed by External Examiners to provide external assurance that graduates achieve the requisite standards.

ENSURING CLINICAL COMPETENCY

Although the ultimate test of achieving clinical competencies/competences is via capstone assessment in the final years of the programme, animal handling skills and clinical experiences are introduced from Year 1 via AHEMS. Individual feedback is submitted by the AHEMS provider and the student is referred to the AHEMS Director for remediation where the Academic Registry Placements Team note any identified deficiencies in the feedback. (NB: Our 2012 graduates have confirmed the value of AHEMS as 80% noted these as either Useful or Very Useful in preparing them for their first role and future career.) In Year 3 these handling skills are then formally assessed via DOPS. Students must achieve a minimum of “competent” in each DOPS station from either the 1st, 2nd or 3rd opportunity in order to proceed to the clinical phase of the programme.

Students use an online system to register their EMS placements and feedback is sought from the placement lead for each student once it has been completed. This feedback is reviewed by Academic Registry Placements Team prior to being sent to the student for immediate review except where the feedback is unsatisfactory. In these cases, the feedback is forwarded to the Director of EMS who arranges a meeting with the student to discuss areas for and methods of improvement.

To prepare students for their final OSCE in Year 5, a formative OCSE is delivered in Year 4 of the programme, prior to commencement of clinical rotations. Students receive immediate verbal feedback upon completion of each OSCE station and numerical feedback on overall number of stations passed after the assessment. As a formative assessment, students are not required to pass in order to progress to the next stage of the programme but they must have completed this practical test before progressing, thereby ensuring feedback is received and helping students identify areas where improvement is required. A comparison of student performance between the 2015/16 formative OSCE and 2016/17 summative OSCE demonstrates the effectiveness of this structure – station pass rates increase significantly by up to 39% where the stations can be considered broadly comparable in terms of activity and skill level.

Once students have progressed to rotations, verbal feedback is provided informally on an ongoing basis throughout the rotation and formative verbal and/or written feedback at the mid-point of two-week rotation blocks. At the end of the rotation, students are given verbal and/or written feedback and their grade. They may

Pass, Pass but with a cause for concern noted or Fail the rotation. Any causes for concern are fully discussed with the student and their tutor. Where needed, other College departments are informed so that the student may be supported appropriately, for example by referral to the CSC. Failed students are required to re-take the rotation at a later point, prior to graduating. All students who are identified as being significantly deficient in one or more competencies/competences are prevented from graduating.

The introduction of an electronic system to support students in reflecting on their acquisition of clinical skills and sharing these with tutors to enhance tutorials/ identify remedial action has remained challenging and necessitated a less-optimal reliance on paper-based review (pre-rotation, whilst on rotation and post-rotation) until 2017. We now have an electronic system, Folium, to share these reflections and actions through a tutor/tutee interface and its use is being implemented over the 2017/18 academic year. We reasonably expect that student engagement will be high given their desire for feedback (see below) and the positive feedback for the Folium platform by student focus groups.

NAVLE

Our graduates' scores on the North American Veterinary Licensing Examination (NAVLE) are considered each year by the CMC. The percentage of College students passing at the first attempt in 2016/17 was 92%. Whilst this is marginally below the global average of 95% it is a significant improvement on the 86% achieved by those sitting in 2011/12 (Appendix 2: Standard 11 Table A)²³¹. We provide additional materials on RVC Learn to support students in passing the NAVLE as well as reimbursing subscriptions for either VetPrep or Zuku Review online study resources. Our students typically take the NAVLE in the fall sitting, which is several months prior to completion of their training and may account for a slightly lower mean score, whilst accepting that the small number of College candidates does introduce some statistical unreliability. The cohort sitting the examination each year also includes UK students considering potentially working in the US after graduation – for these students attempting the NAVLE is an additional activity that does not directly contribute to the completion of their degree programme which can influence the level of preparedness for the exam.

GRADUATE SURVEYS

The College conducts an annual survey of graduates 12 months after graduation and a survey of those who graduated five years earlier. Response rates are relatively low – in 2016 32% (78 students) who had graduated one year previously and 25% (54 students) for those who graduated five years ago. We are working to improve alumni engagement via a newly-formed External Relations team with enhanced relationship management systems as we recognise that it is difficult to draw definitive conclusions from a small response base. We will also review the incentives for completion of these

surveys via the Student Strategy Survey Working Group (SSSWG) to attempt to improve further the participation rates in this challenging area. Additionally, we have recently agreed to replace the five-year post-graduation survey with one of three years in anticipation that this will increase contact and therefore engagement. The results of these surveys are considered by a specialist sub-group of the TQC via the AQIR and are used to inform developments to the programme.

EMPLOYER SURVEYS

Employer surveys to assess the readiness of our graduates to enter the veterinary profession have traditionally suffered from low response rates. However, in 2016/17 an initiative from the UK-wide Veterinary Schools Council to consolidate a survey based on the RCVS Day One Competences for all UK veterinary schools (thereby reducing the burden on individual practices) was introduced and produced good response rates from employers of College graduates - 126 out of the total of 576 practices who responded (21%). The results of this online survey are pleasing with the vast majority of questions relating to competence scoring an average of over 3 (where 1 = incompetent, 2 = somewhat competent, 3 = competent, 4 = highly competent). The questions scoring below 3 related primarily to personal attributes and business skills. To enhance the development of professional skills and personal development and to support the teaching in the Professional Studies strand, the three-day Professional Orientation and Development (POD) module became an official part of the BVetMed year three timetable in 2017/18. POD aims to help the students enhance their understanding of themselves and others and become resilient, self-directed learners.

FACULTY SURVEYS

Faculty and other instructors are encouraged to report on adequacy of resources and student knowledge/skill acquisition through a number of mechanisms, including CMC and annual programme review²³² (AQIR). In 2018, a short survey was introduced to gather this specific information at a high-level. It will be run on an annual basis to track performance and considered by the CMC for action. From the initial survey it was noted that:

- 69% of instructors responding to the survey confirmed facilities and equipment as adequate
- 59% confirmed clinical resources were adequate
- 80% confirmed information resources as adequate
- 76% confirmed that students were adequately prepared or well prepared for clinical years.

ADDITIONAL BENCHMARKING

In addition to asking employers to comment on the quality of our graduates, we also employ External Examiners²³³ to support us in benchmarking our provision. The External Examiner system is a cornerstone of quality assurance in UK HEI. External Examiners are recognised authorities in their subject, experienced in assessment at the appropriate level and are recruited from

²³¹ 205 NAVLE scores and pass rates 2011/12 – 2016/17

²³² 206 Monitoring and Review of Courses

²³³ 186 External Examiners

the other UK veterinary schools, leading universities and veterinary practice. They are responsible for: assuring students' attainment is comparable to that of other UK veterinary degree students; ensuring that assessments appropriately test learning outcomes, including via direct observation of oral and clinical examinations; confirming marking standards via sampling; and providing a written report for consideration via the AQIR process.

As outlined in **Standard 1**, our provision is also benchmarked by professional body accreditation via site visits and annual monitoring. More generally, the College as a whole is subject to Higher Education Review (HER) by the UK QAA. These reviews aim to provide information to students and the wider public on whether a provider meets expectations relating to:

- The setting and/or maintenance of academic standards
- The provision of learning opportunities
- The provision of information
- The enhancement of the quality of students' learning opportunities.

The College was last reviewed in February 2015 and the QAA confirmed²³⁵ that academic standards, the quality of its student learning opportunities, and the quality of information about its learning opportunities all meet UK expectations. The enhancement of its student learning opportunities was commended.

PROGRAMME OUTCOMES

Attrition Rates

Our attrition rate average over a five-year period for all entry routes (Appendix 2: Standard 11 Table B²³⁶) does not exceed 20% with the programme attrition rate for those who entered in 2012/13, where we would naturally see the highest rate due to length of time on the programme, at 17%. The College encourages students to intercalate and gain an additional award to the BVetMed (typically BSc but also MSc and most recently PhD) which inflates the overall attrition rate. However, the number of students who exit the College completely remains low – 5% of the entering class of 2012/13 has left the College. Attrition rates are monitored annually via the AQIR process for the BVetMed programme, including comparison via entry route. We understandably see higher attrition rates for those students entering the BVetMed via our widening participation Gateway programme but these differences are negligible by the clinical years of the programme (Appendix 1: Standard 11 Table 27)²³⁷.

Employment Rates

The ultimate test of programme outcomes is the employment of our graduates. Employment data are

collected annually at six months after graduation via the Destination of Leavers of Higher Education (DLHE) survey. Whilst respondent employment rates remain high with 94% of 2016/17 graduates in full-time employment and show year-on-year improvement (Appendix 1: Standard 11 Table 28²³⁸), we have introduced a range of measures to improve participation rates and therefore our understanding of graduate outcomes for the recent collection of data and information for 2016/17 graduates. This includes weekly graduate-level reporting to facilitate targeted communications with those who have not as yet responded and call-back interviews for those graduates who do not provide a response of graduate employment in the online survey. This information will enable us to understand better our graduates' current career status and thus better inform our Careers Services.

Please see also Appendix 2: Standard 11 Table C²³⁹

Assessing Overall Educational Process

The College employs a range of measures to assess its educational delivery²⁴⁰. Our core teaching activity is quantitatively assessed via the review of a range of internal and external data sets, including examination results, graduation rates, graduate employment rates, employer satisfaction rates and student satisfaction rates. Qualitative measures of assessment include listening to the student voice²⁴¹, ensuring that it is embedded across our committee structure, *ad hoc* focus groups on specific experiences (such as for induction in 2018) and reports from External Examiners.

Staff who significantly contribute to an excellent student learning experience are recognised via the student-led annual James Bee Educator Awards²⁴² – in 2018, the number of awards was increased to 8 at £1000 each with the addition of PhD Supervisor and Lecturer categories. Our clinical services are central to the educational delivery and are similarly assessed by examining patient caseload, clinical income, frequency of repeat referrals, charitable giving by clients, client surveys and gathering informal feedback from both clients and referring veterinary practices.

It is College policy for all staff involved in teaching to obtain a higher level qualification in education and to be actively engaged in the discipline(s) in which they contribute to the College's programmes. Since 2010 we have provided the PG Cert in Veterinary Education to over 100 faculty which also qualifies them as Fellows of the Higher Education Academy²⁴³. We also have a highly research-active faculty, with 79% of College staff confirmed as research active in the latest Research Assessment Framework of 2014 (see **Standard 10**).

²³⁵ 006 QAA Higher Education Review Report 2015

²³⁶ 207 Attrition

²³⁷ 208 Attrition rates by entry route

²³⁸ 209 BVetMed Graduate DLHE Data

²³⁹ 210 Employment Rates

²⁴⁰ 211 How do we quality assure your course?

²⁴¹ 212 Student Engagement

²⁴² 213 James Bee Educator Awards

²⁴³ 132 Higher Education Academy - Fellowship

Review and Enhancement

We fully utilise our committee structure (see **Standard 1**) to ensure that the information gathered via the College's Annual Quality Monitoring processes²⁴⁴ is collated in the form of an AQIR. This report, plus survey appendices, are discussed with the teaching team and student representatives in the CMC and considered by a dedicated sub-group of the TQC, the Annual Quality Improvement Group (AQIG). The agreed action plan is considered at the LTAC, the outputs of which are ultimately viewed by AB.

In recent years, this review process has resulted in programme amendments, including:

- Introduction and promotion of assessment annotation guidelines and training for academic staff – welcomed by External Examiners
- Individual verbal feedback for rotations introduced in 2013/14
- Full feedback policy introduced in 2014/15
- Turning Point quizzes conducted at the close of teaching sessions to immediately identify students' learning acquisition so that deficiencies can be addressed
- Quiet study space in Hawkshead and Camden has been addressed. The Hawkshead learning space opened in summer of 2016 and the new Camden LRC opened in November 2017
- Cow herd size at the College's Boltons Park Farm has been increased to 150 in 2017/18 following construction of a new barn
- Increased proportion of core rotations focused on primary care practice
- Increased breadth of tracking rotation opportunities
- Finals examination amended to focus on clinical and professional reasoning skills directly relevant to a new graduate
- Academic staff appointments in certain key areas such as Exotics, Zoo Medicine, Agricultural Economics and Business.

The BVetMed programme is subject to Periodic Review, normally every six years. The review panel comprises various stakeholders such as students, employers and recognised educationalists at other HEIs. The last review was undertaken in January 2017; the resulting report and action plan, including progress to date on actions, will be made available to the panel at the time of the visit. The recommended actions from the Periodic Review are included in the AQIR and is informing the curriculum review.

As a result of this process of continuous improvement, the overall student satisfaction rate for BVetMed students who engage with the NSS survey has increased over the past five years from 88% in 2012/13 to 92% in 2017/18. The 2017/18 survey included additional questions

relating to the Student Voice and it was pleasing to see that 96% of participating students agreed that the College provided the right opportunities for students to provide feedback on their course. However, we recognise that we have further work to do to ensure that they understand how these views have been acted upon as 73% of respondents agreed that this was the case. Activity to close this gap will be identified and actioned over the next two years via the SSSWG and TQC.

INSTITUTIONAL OUTCOMES ADEQUACY OF RESOURCES AND ORGANISATIONAL STRUCTURE

As described earlier in this report (see **Standard 1** and **Standard 2**), by numerous criteria the current and future structure and resources available to the College are adequate to enable it to deliver the planned range of high quality educational programmes and to meet the requirements of not only relevant national and international professional bodies but also the UK's statutory agencies such as the OfS.

EVALUATION OF ACHIEVEMENT OF MISSION GOALS

The College's strategic aims in each domain of activity are set out in the Strategic Plan 2014-2019²⁴⁵. Evaluation of progress towards each of these aims forms an integral part of the budget planning cycle. The College is currently updating the Strategic Plan to stretch to 2021 so that the impact of external factors such as Brexit can be more fully considered at that time.

Student satisfaction features heavily in the Strategic Plan and pleasingly in 2018, the College was ranked by its participating students as providing the best quality teaching of all UK universities in the NSS and 4th at institutional level for overall student satisfaction (Appendix 1: Standard 11 Table 28)²⁴⁶. Our BVetMed 2017 score of 92% exceeds the sector benchmark and demonstrates significant improvement on the 2013 score of 88%.

Our BVetMed programme also performs consistently well with a ranking of third in the world for veterinary medicine as benchmarked by QS who analyse a range of metrics to compare subjects on a global level (Appendix 1: Standard 11 Table 29)²⁴⁷.

Additionally, the College was awarded Gold²⁴⁸ in the first national TEF exercise in 2017, which attests to the quality of programmes delivered at the College as measured by a range of metrics including employment outcomes and student satisfaction.

STAKEHOLDER OPINION

College objectives are outlined in our Strategic Plan which benefits from input from senior colleagues who are also leaders of our key external stakeholder groups - over

²⁴⁴ 214 Annual Quality Monitoring Process BVetMed

²⁴⁵ 003 Strategic Plan 2014-2019

²⁴⁶ 215 NSS Scores (overall satisfaction)

²⁴⁷ 216 QS Global Rankings

²⁴⁸ 007 TEF Outcomes 2017

the last three years our staff have included two Presidents of the RCVS, the President of the British Veterinary Association, the President of the British Equine Veterinary Association, the President of the European Board of Veterinary Specialisation and the President of the European College of Veterinary Pharmacology and Toxicology. The plan outlines how we will measure success – in the main through metrics relating to recommendation by key stakeholder groups, including employers and graduates. Surveys of these groups demonstrate the College is meeting its objectives in terms of educational outcomes (see above). Our College Council is largely comprised of external stakeholders and is responsible for monitoring the delivery of the Strategic Plan via a cycle of annual reports and performance against KPIs set within the plan; the Council has consistently confirmed that the College is achieving its objectives.

COMPLIANCE WITH ESG STANDARDS

We are compliant with ESG standards²⁴⁹ as outlined in Part 1: Standards and Guidelines for Internal Quality Assurance as we have a wide range of policies and processes assuring:

- The quality of programme design
- Student-centred learning, teaching and assessment
- Student admission, progression, recognition and certification
- Recruitment of faculty of high-quality;
- Good quality learning resources and student support
- The use of management information to review and enhance programmes
- Cyclical external quality assurance.

As described in this and the preceding Standards of this report, we have mapped this compliance in fuller detail; the results will be available to the panel at the time of visit.

USING OUTCOME FINDINGS TO DRIVE IMPROVEMENT

We have dramatically increased the quantity and quality of individual student feedback since the previous visit. In 2014/15 we launched a College-wide Feedback Policy which outlines faculty and student responsibility for engaging with feedback. The policy stresses the importance of timely feedback with shorter turnaround times for formative assessments (feedback within 15 days) to support improvement prior to summative assessment (feedback within 30 days). Our 2018 NSS scores confirm that 69% of BVetMed students now agree that feedback is timely (38% in 2010/11). The tutorial system reinforces feedback engagement by highlighting feedback mechanisms for the BVetMed and helping students to understand and make effective use of these, including referral to support services and Student Performance and Development system (SPDS) should students remain challenged.

Further to the launch of the policy, AQIR reports entified a need for internal examiners to be more consistent in the annotation of exam and essay scripts. This policy was widely communicated to staff including training sessions held at Easter 2018, attended by over 50 faculty. Our 2018 NSS scores in this area confirm that 70% of our students now agree that comments are helpful: in 2010/11, 27% agreed that feedback helped to clarify things they did not understand. We will continue to improve student feedback to enhance individual learning. We are currently embarking on the further promotion of the policy to ensure that students understand that feedback is not only important in times of failure or remediation but should be embraced throughout their studies to enhance their degree outcomes. This will be facilitated via the use of Folium in tutorial sessions, a system that should be well-utilised as it was recommended by a student focus-group as the preferred platform due to its functionality and ease of navigation.

At the programme level the AQIR reports and Periodic Reviews are key in collating varying forms of feedback (internal and external surveys, external examiner reports, student performance data etc) to identify areas of good practice and those requiring improvement via action plans. These reports are reviewed via a series of committees (CMC, Annual Quality Improvement Group, TQC, and AB). Student representatives on those committees receive training from the Academic Quality team regarding their role and responsibilities – this includes not only gathering feedback from their peers but also closing the feedback loop by reporting back on discussions and subsequent actions. Students are more generally made aware of responses to their feedback via our “You Said, We Did”²⁵⁰ intranet pages but do not need to visit these pro-actively as feedback and actions are also promoted via electronic screens in student spaces and table displays in restaurants. Recent areas for improvement and action are listed above.

Should an identified action require investment at College level (for example for the investment required to purchase and configure the Folium system noted above) this is escalated for agreement via executive committees such as the CEC or the annual planning round (see **Standard 1**). For example, it became clear from graduate feedback that there was insufficient teaching in exotics in order to prepare students for their intended career. In 2014 a board certified specialist and lecturer in exotics was appointed within the BSAH and a dedicated exotics service created. Since inception, the exotics service has grown its overall vet consultation caseload by 71% so that it now represents 22.4% of the total BSAH consults (15.6% in 2014/15). A simultaneous review of exotics teaching led to an increase in dedicated exotics sessions from 16 in 2014 (predominantly in the pre-clinical years) to 25 core sessions (lectures, practicals, DLs and CALs) for each student plus a minimum of two days with the exotics service as part of the BSAH clinical rotation, supported by the increased exotics caseload.

²⁴⁹ 217 Standards and Guidelines for Quality Assurance in the EHEA (ESG)

²⁵⁰ 218 Your feedback matters - You Said... We Did

We are already seeing the benefit to graduates – in the 2017 one- and five-year post-graduation surveys we saw the percentage of graduates who felt that they had too little experience of small mammals reduce by 14% between those who had graduated in 2012 and more recent graduates of 2016. We acknowledge that we still have progress to make and continue to monitor responses to ensure that, as curriculum, staffing and clinical service changes take effect, it is to the benefit of our students and graduates.

CONSIDERATIONS FOR FUTURE IMPROVEMENT

The recent changes in our capture of student progress will require careful monitoring of the success of Folium; we will ensure that we continue to review and refine this important component of outcome assessment. We will increase our focus on aspects of the NSS as a measure of student satisfaction and, in particular, work with our students to meet their needs with regard to useful feedback. Recognising that data from both alumni and employers is not optimal, in common with the other UK schools, we will augment the work that is happening in collaboration with the Veterinary Schools Council and the RCVS. Finally, we will work to establish constructive relationships with the OfS, the new regulatory body, aspects of which have been challenging.

GLOSSARY

A&A	Assessment and Award	EDC	Equality and Diversity Committee
AB	Academic Board	EDev	Educational Development
AC	Audit Committee	ICP	Individual Career Profile
ACPF	Academic Career Profile Framework	ICU	Intensive Care Unit
ACT	Animal Care Trust	IMR	Intramural Rotations
ACVECC	American College of Veterinary Emergency and Critical Care	INSET	In Services Training
AdC	Advice Centre	ISB	International Student Barometer
AHEMS	Animal Husbandry Extramural Studies	ISF	Integrated Structure and Function
AHSSBL	Arts, Humanities, Social Sciences, Business and Law	IT	Information Technology
APPP	Academic Probation and Promotion Panel	JaNET	Joint Academic Network
AQIG	Annual Quality Improvement Group	KPI	Key Performance Indicator
AQIR	Annual Quality Improvement Report	KPMG	Klynveld Peat Marwick Goerdeler auditors
AVBC	The Australasian Veterinary Boards Council	LACC	Large Animal Clinical Centre
BAME	Black, Asian and Minority Ethnic	LBIC	London Bioscience Innovation Centre
BPF	Boltons Park Farm	LEP	Local Enterprise Partnership
BSAH	Beaumont Sainsbury Animal Hospital	LGBT	Lesbian, Gay, Bisexual and Transgender
BSAVA	British Small Animal Veterinary Association	LIMS	Laboratory Information Management System
BSc	Bachelor of Science degree	LIVE	Lifelong and Independent Veterinary Education
BSU	Biological Services Unit	LO	Learning Outcomes
BVetMed	Bachelor of Veterinary Medicine	LRC	Learning Resources Centre
CAL	Computer Aided Learning	LTAC	Learning, Teaching and Assessment Committee
CEC	College Executive Committee	LTI	Learning Technology and Innovation
CEEED	Centre for Emerging, Endemic and Exotic Diseases	MCC-FS	Minimally Competent Candidate Facility Scores
CertAVP	Certificate in Advanced Veterinary Practice	MCQ	Multiple Choice Question
CMC	(Undergraduate Management) Course Management Committee	MMI	Multiple Mini Interview
CoE	Council on Education	MRI	Magnetic Resonance Imaging
CPD	Continuing Professional Development	MSc	Master of Science degree
CR	Critical Relationship	MVetMed	Masters in Veterinary Medicine
CRIS	Clinical Record Information System	NARIC	National Academic Recognition Information Centre
CSC	Clinical Skills Centre	NAVLE	North American Veterinary Licensing Examination
CSF	College Services Forum	NFC	Nominations and Fellowship Committee
CT	Computed Tomography	NSS	National Student Survey
CV	Curriculum Vitae	OFFA	Office of Fair Access
DLHE	Destination of Leavers of Higher Education	OfS	Office for Students
DOPS	Direct Observation of Procedural Skills	OH	Occupational Health
EAEVE	European Association of Establishments of Veterinary Education	OOH	Out of Hours
ECOVE	European Committee on Veterinary Education	OSCE	Objective Structured Clinical Examination
e-CPD	Electronic Continuing Professional Development	PAG	Principal's Advisory Group
ECVIM	European College of Veterinary Internal Medicine	PC	Personal Computer
		PGCert	Postgraduate Certificate
		PGDip	Postgraduate Diploma
		PhD	Doctor of Philosophy degree
		EHEA	European Higher Education Area
		EMQ	Extended Matching Question
		EMS	Extra-Mural Studies
		EOSS	Estates One Stop Shop

ERH	Equine Referral Hospital	TB	Tuberculosis
EU	European Union	TEF	Teaching Excellence Framework
EuWC	European Waste Catalogue	TLiHE	Teaching and Learning in Higher Education
EWC	Ethics and Welfare Committee	TPAC	Taught Programmes Admissions Committee
FACC	Farm Animal Clinical Centre	TQC	Teaching Quality Committee
FACS	Farm Animal Clinical Services	UCAS	Universities and Colleges Admissions Service
FAPD	Farm Animal Pathology and Diagnostics	UK	United Kingdom
FD	Director of Finance	UKVI	UK Visa and Immigration
FGPC	Finance and General Purposes Committee	UoL	University of London
FTE	Full-time Equivalent	VECCS	Veterinary Emergency and Critical Care Society
HACCP	Hazard Analysis and Critical Control Points	VLE	Virtual Learning Environment
HE	Higher Education	VMCAS	Veterinary Medical College Application Service
HEFCE	Higher Education Funding Council for England	VMSAR	Veterinary Medical School Admissions Requirements
HEI	Higher Education Institution	VNA	Vendor-Neutral Archiving
HER	Higher Education Review	WAM	Workload Allocation Model
HESA	Higher Education Statistics Agency	ZSL	Zoological Society of London
HoD	Head of Department		
HR	Human Resources		
PMVPH	Population Medicine and Veterinary Public Health		
POD	Professional Orientation and Development		
PRES	Postgraduate Research Experience Survey		
PSQ	Problem Solving Questions		
PSS	Practice Standards Scheme		
PTES	Postgraduate Taught Experience Survey		
PWC	PricewaterhouseCoopers auditors		
QAA	Quality Assurance Agency for Higher Education		
QMHA	Queen Mother Hospital for Animals		
QR	Quick Response		
RAE	Research Assessment Exercise		
RCVS	Royal College of Veterinary Surgeons		
RDC	Research Degrees Committee		
REF	Research Excellence Framework		
RL	Rotation Leaders		
RP1	Research Project 1		
RP2	Research Project 2		
RSPCA	Royal Society for the Prevention of Cruelty to Animals		
RVC	Royal Veterinary College		
RVCSU	Royal Veterinary College Students' Union		
SC	Safety Committee		
SDC	Student Development Committee		
SPDS	Student Performance and Development System		
SPLD	Specific Learning Differences		
SR	Supervised Rotations		
SSRC	Senior Staff Remuneration Committee		
SSSWG	Student Strategy Survey Working Group		
STEMM	Science, Technology, Engineering, Maths and Medicine		
SU	Students' Union		
SWOT	Strengths, Weaknesses, Opportunities and Threats		
TaRC	Teaching and Research Centre		

APPENDICES

Joint Accreditation Visit
November 2018

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APPENDIX 3: RCVS DATA TABLES

STANDARD 2: FINANCES

Table 2.1 - Projected future expenditure of the school* for next 5 years

Area of expenditure	2017-18 (£000)	2018-19 (£000)	2019-20 (£000)	2020-21 (£000)	2021-22 (£000)
a. Personnel					
a.1 Teaching staff	12,720	14,418	15,240	15,847	16,072
a.2 Support staff	2,595	2,707	2,814	2,921	3,032
a.3 Research staff	3,988	3,938	3,938	3,938	3,938
a.4 Other staff	16,158	18,323	19,179	19,891	20,797
Total for a	35,461	39,386	41,171	42,597	43,839
b. Operating costs					
b.1 Utilities	1,637	1,705	1,737	1,769	1,787
b.2 Expenditure relating specifically to teaching	2,894	3,327	3,229	3,177	3,209
b.3 Expenditure relating specifically to research	4,591	4,541	4,541	4,541	4,541
b.4 General operations (excluding the above)	13,429	13,674	13,652	13,815	13,846
Total for b	22,551	23,247	23,159	23,302	23,382
c. Equipment and depreciation					
c.1 Teaching	109	274	329	478	518
c.2 Research	269	494	575	606	632
c.3 General (or common)	997	241	494	649	928
c.4 Other	374	293	303	303	303
Total for c	1,750	1,302	1,700	2,035	2,380
Maintenance of buildings	949	972	974	983	991
Land and building depreciation**	4,797	6,270	6,977	7,290	7,260
Interest payable**	1,316	1,347	1,327	1,307	1,287
Total expenditure	66,824	72,525	75,308	77,515	79,140

*The school is taken to be the College as a whole excluding the veterinary teaching hospitals

**These items have been added into the table for completeness

Standard 2: Finances

Table 2.2 - Projected future expenditure for the veterinary teaching hospitals in next 5 years

Costs	2017-18 (£000)	2018-19 (£000)	2019-20 (£000)	2020-21 (£000)	2021-22 (£000)
Salaries for support staff	7,795	8,775	9,108	9,454	9,814
Salaries for teaching staff	5,979	6,611	6,862	7,123	7,394
Maintenance of buildings and equipment	936	941	971	1,005	1,040
Cost of consumable items, drugs etc. including stock carried in house	3,378	3,543	3,649	3,759	3,872
Equipment costs and depreciation	593	904	990	1,073	1,148
Costs of maintaining teaching animals*	0	0	0	0	0

* All animals in our teaching hospitals are patients. We do not hold our own animals for teaching purposes in the hospitals.

Standard 2: Finances

Table 2.3 - Cost of veterinary training for the last 5 years

	2016-17 (£)	2015-16 (£)	2014-15 (£)	2013-14 (£)	2012-13 (£)
Annual cost of training a veterinary student	34,895	32,192	33,199	30,635	28,581

Note: These data derive from Appendix 2, Standard 2 Table A - BVetMed Only

Standard 2: Finances

Table 2.4 - Projected future revenues of the school* for the next 5 years

Revenue source	2017-18 (£000)	2018-19 (£000)	2019-20 (£000)	2020-21 (£000)	2021-22 (£000)
a. Revenue from the State or public authority	21,192	20,940	20,319	20,111	20,020
b. Revenue from private bodies	3,217	3,314	3,413	3,515	3,621
c. Revenue from research	10,704	10,479	10,479	10,479	10,765
d. Revenue earned and retained by the School	749	309	309	309	318
d.1 Registration/tuition fees from students					
Domestic students	15,223	14,946	14,605	14,465	14,662
International students	10,981	14,038	17,031	18,789	19,405
Other fees and support grants	867	790	784	778	757
d.2 Revenue from continuing education students	645	664	684	705	726
d.3 Revenue from clinical activities	<i>Shown under veterinary teaching hospitals</i>				
d.4 Revenue from diagnostic activities	1,760	1,931	2,028	2,129	2,236
e. Revenue from other sources	7,022	10,570	10,679	7,350	7,082
Total revenue from all sources	72,361	77,981	80,331	78,631	79,592

*The school is taken to be the College as a whole excluding the veterinary teaching hospitals

Standard 2: Finances

Table 2.5 - Sources of revenue for the veterinary teaching hospitals for the last 5 years

Income sources	2017-18 (£000)	2016-17 (£000)	2015-16 (£000)	2014-15 (£000)	2013-14 (£000)
Core funds from University	0	0	0	0	0
Income from business activities	19,015	18,073	16,557	15,166	13,351
Sponsorship from industry	0	17	28	21	7
Benefactions and donations	243	132	59	59	28
Grants for equipment	12	89	240	433	147

Standard 2: Finances

Table 2.6 - Projected future revenues for the veterinary teaching hospitals for the next 5 years

Income sources	2017-18 (£000)	2018-19 (£000)	2019-20 (£000)	2020-21 (£000)	2021-22 (£000)
Core funds from University	0	0	0	0	0
Income from business activities	19,015	20,876	21,920	23,016	24,167
Sponsorship from industry	0	0	0	0	0
Benefactions and donations	243	152	115	115	115
Grants for equipment	12	0	0	0	0

STANDARD 3: PHYSICAL FACILITIES AND EQUIPMENT

Premises used for theoretical, practical and supervised teaching

Table 3.1 - Premises for lecturing

Campus	Designation	Capacity
Camden	Great Hall	250
Camden	Lecture Theatre 1	151
Camden	Lecture Theatre 3	100
Camden	U5	50
Camden	McCunn	100
Hawkshead	Alumni Lecture Theatre	327
Hawkshead	Mill Reef Lecture Theatre	199
Hawkshead	Old Lecture Theatre	80
Hawkshead	Conference 1 & 2	100
Hawkshead	Conference 3 & 4	40
Hawkshead	Conference 5 & 6	40

Total number of places in lecture halls - 1,437

Table 3.2 - Premises for group work

Campus	Designation	Capacity
Boltons Park Farm	Lower Dairy Seminar Room	25
Boltons Park Farm	Upper Dairy Seminar Room	60
Camden	Council Room	25
Camden	Council Room G8	12
Camden	F1c	32
Camden	F3	24
Camden	F4	40
Camden	F7	60
Camden	F8	60
Camden	F25	12
Camden	F26	24
Hawkshead	G40	70
Hawkshead	G60	63
Hawkshead	G70	63
Hawkshead	F2, Eclipse	40
Hawkshead	F17, Eclipse	18
Hawkshead	F82, Eclipse	20
Hawkshead	S71, Eclipse	15
Hawkshead	S79, Eclipse	16
Hawkshead	S80 Eclipse	88
Hawkshead	LACC, F1A/B	60
Hawkshead	LACC, F2	30
Hawkshead	LIVE G5	8
Hawkshead	LIVE G6	8
Hawkshead	LIVE G7	8
Hawkshead	Link Room 6	24
Hawkshead	QMHA Seminar 24/30	25

Total number of places in rooms for group work/supervised work - 930

Table 3.3 - Premises for practical work

Campus	Designation	Capacity
Camden	Category 2 Laboratory	46
Camden	Dissection Room	120
Camden	Practical Classroom	110
Hawkshead	Clinical Skills Centre	30
Hawkshead	TaRC Practical Classroom (A)	56
Hawkshead	TaRC Practical Classroom (B)	56
Hawkshead	TaRC Dissection Room	30
Hawkshead	Multi-headed microscope room	14
Hawkshead	Post Mortem Room	30
Total number of places in laboratories - 492		

Table 3.4 - Places available for clinics and hospitalisation

Number of hospitalisation places for cattle	6
Number of hospitalisation places for horses	30
Number of hospitalisation places for small ruminants	7
Number of hospitalisation places for pigs	0
Number of hospitalisation places for dogs	170
Number of hospitalisation places for cats	83
Number of hospitalisation places for other species	30
Number of animals that can be accommodated in isolation facilities:	
Small animals	13
Farm animals and horses	2

Note: the above figures do not include off-site facilities - these can be made available if required.

STANDARD 4: CLINICAL RESOURCES

Table 4.1 - Number of necropsies over the past five years

Pathology

Ratio: students/post mortem animals (numerator = 1)

Number of students graduated in the last year	=	213	=	1
<hr/>				
Number of cadavers necropsied		718		3.4

Species	Number of necropsies undertaken					Estimated % of necropsies observed by or undertaken by veterinary undergraduate students in most recent full year
	2016/17	2015/16	2014/15	2013/14	2012/13	
Cattle	41	28	43	34	80	90
Small ruminants	157	107	118	121	116	
Pigs	12	23	10	6	39	
Other farm	42	19	39	30	28	
Equine	70	68	61	74	80	90
Poultry	44	67	62	82	106	90
Rabbits	14	28	19	17	20	
Dogs	222	229	220	244	225	90
Cats	106	147	139	113	125	
Other / exotic	10	15	45	57	47	90

Standard 4: Clinical Resources

Table 4.2 - Number of clinical cases involving students - Production Animals

Production animals	No. of cases in previous year involving undergraduate students											
	(a) Rec'd for consultation in school's clinics		(b) Number of hospitalised days		(c) Number of herd/flocks & average herd size		(d) Number of animals seen by students on farm/herd health visits (not including EMS)		(e) Estimate % of 1st opinion v. referral cases per species seen by students			
	Yn	N-1	Yn	N-1	Y1	N-1	Y1	N-1	1st opinion		Referral	
<i>Last full year; Previous year</i>									Yn	N-1	Yn	N-1
Cattle	8	7	21	12	216 herd visits; 200 avg herd	256 herd visits; 200 avg herd	3,880	3,718	100%	100%	0%	0%
Small ruminants	89	45	151	201	30 herd visits; 300 avg herd	30 herd visits; 300 avg herd	420	420	83%	90%	17%	10%
Pigs	2	2	3	0	-	-	-	-	n/a	n/a	n/a	n/a
Food producing Rabbits & other production animals (specify)	Camelid		Camelid		Camelid		Camelid					
	47	59	124	260	-	2 herd visits; 50 avg herd	240	260	84%	82%	16%	18%
Poultry	0	0	0	0	-	-	-	-	n/a	n/a	n/a	n/a

Standard 4: Clinical Resources

Table 4.3 - Number of clinical cases involving students - Companion Animals

Companion animals	No. of cases in previous year involving undergraduate students									
	(a) Rec'd for consultation in school's clinics		(b) Number of hospitalised days		(c) Number of animals seen by students (not including EMS)		(d) Estimate % of 1st opinion v. referral cases per species seen by students			
	Yn	N-1	Yn	N-1	Y1	N-1	1st opinion		Referral	
<i>Last full year; Previous year</i>							Y1	N-1	Yn	N-1
Equine	1,322	1,101	4,119	3,614	9,438	9,733	86%	89%	14%	11%
Dogs	20,434	19,446	17,064	16,723	22,197	19,670	52%	49%	48%	51%
Cats	8,195	8,416	5,631	6,448	13,486	11,274	83%	78%	17%	22%
Pet rabbits/ other/exotic (indicate species)	Rabbit		Rabbit		Rabbit		Rabbit		Rabbit	
	629	609	472	519	669	609	97%	98%	3%	2%
	Other		Other		Other		Other		Other	
	1,811	1,530	929	1,004	1,832	1,530	100%	100%	0%	0%

Table 4.4 - Herd health programmes

a) 2014

Herd animals	Herd/flock health programmes provided through university owned animals		Herd/flock health programmes provided through private owned animals or government services	
	Sites (N)	Animals (N)	Sites (N)	Animals (N)
Dairy	1	85 adults	44	12,925 adults*
Beef Cow-Calf			1	100 adults
Beef feedlots				
Sheep	1	400 ewes	5	2,300 ewes
Goat			1	500 adults
Pig				
Poultry				
Fish				
Horses				
Other	1	4 adults		

*Youngstock are additional

b) 2015

Synergy joined the programme and replaced Sevenoaks

Herd animals	Herd/flock health programmes provided through university owned animals		Herd/flock health programmes provided through private owned animals or government services	
	Sites (N)	Animals (N)	Sites (N)	Animals (N)
Dairy	1	90 adults	35	12,740 adults*
Beef Cow-Calf			1	100 adults
Beef feedlots				
Sheep	1	400 ewes	24	12,640 ewes
Goat			1	500 adults
Pig				
Poultry				
Fish				
Horses				
Other	1 (alpaca)	4 adults	2	320 adults

*Youngstock are additional

c) 2016

Herd animals	Herd/flock health programmes provided through university owned animals		Herd/flock health programmes provided through private owned animals or government services	
	Sites (N)	Animals (N)	Sites (N)	Animals (N)
Dairy	1	95 adults	34	12,960 adults*
Beef Cow-Calf			1	100 adults
Beef feedlots				
Sheep	1	400 ewes	5	2,990 ewes
Goat				
Pig				
Poultry				
Fish				
Horses				
Other	1 (alpaca)	2 adults	2	320 adults

*Youngstock are additional

d) 2017

Endell Veterinary Group replaced WRVC at this point. Visits were largely formalised each fortnight so routine visits to the same farms occur regularly for each rotation group – hence an apparent decrease in farms, but regular visits to the same farm and better exposure and more standardised teaching.

Herd animals	Herd/flock health programmes provided through university owned animals		Herd/flock health programmes provided through private owned animals or government services	
	Sites (N)	Animals (N)	Sites (N)	Animals (N)
Dairy	1	115 adults	22	6,610 adults*
Beef Cow-Calf			6	910 adults
Beef feedlots			2	220 adults
Sheep	1	400 ewes	3	2,690 ewes
Goat			1	800 adults
Pig				
Poultry				
Fish				
Horses				
Other	1	2 adults	2	320 adults
Other (Buffalo)			1	200 adults

*Youngstock are additional

Standard 4: Clinical Resources

Table 4.5 - External placements

Placement name	Species	Duration of rotation	Rotations per year	Students per rotation	Patient numbers*	Core?	Other comments**
Blue Cross Hospital, London	SA	1	48	6	7,656	Core	Embedded staff
RSPCA Centre, North London	SA	0.4	48	6	3,309	Core	
Wood Green, Animal Shelter, North London	SA	0.2	48	6	891	Core	
Wood Green, The Animals Charity (Kings Bush Farm)	SA	0.4	48	6	TBA	Core	
Bell Equine Veterinary Clinic, Maidstone, Kent	EQ	2	24	3	6,600	Track	
Buckingham Equine Vets, Wicken, Buckinghamshire	EQ	2	16	2	5,000	Track	
Synergy Farm Health Ltd. Evershot, Dorset	LA	2	24	11.5	3,012	Core	4 herd health visits per 2 week rotation
Endell Veterinary Group, Salisbury, Wiltshire	LA	2	24	11.5	3,928	Core	5 herd health visits per 2 week rotation
Kingston Maurward College, Dorchester, Dorset	LA	2	24	4	3,216	Track	8 herd health visits per 2 week rotation
Torch Farm Vets, Devon	LA	2	10	3	31,500	Track	5 herd health visits per 2 week rotation
Utrecht University, Utrecht, Netherlands	LA	2	15	2	786	Track	Utrecht University is AVMA accredited
Zoological Society of London (ZSL), London	ZA	2	15	2	525	Track	Cases consist of clinical cases and post-mortems

* Patient numbers should be confined to the species that is the focus of the placement

** e.g. whether there are embedded university staff at the placement

STANDARD 5: LIBRARY AND INFORMATION RESOURCES

Table 5.1 - Library Statistics (5 year comparison)

Year	Current (N)	N-1	N-2	N-3	N-4
Total budget £*	3,242,849	3,082,500	2,844,090	2,224,137	1,936,350
Personnel**	34	32	27	29	27
Volumes held	41,459	39,193	38,713	38,195	37,860
Number of paid-for journals	3,642	3,746	3,565	3,559	3,604
Journal subscriptions (£)	460,698	438,760	399,562	278,760	276,000
Acquisitions (total)	5,683	4,849	4,752	4,236	6,570

* Combined Library and IT budget

** FTE Library and IT staff, excludes student team

STANDARD 6: STUDENTS

Table 6.1 - Veterinary applications, offers, acceptances

Year	UK/EU students		Overseas students		Total	
	A/P	O/A	A/P	O/A	A/P	O/A
2017	1,239/222	315/180	459/100	298/120	1,698/322	613/300
2016	1,024/222	334/213	371/100	252/100	1,395/322	586/313
2015	1,127/221	365/254	376/60	132/39	1,503/281	497/293
2014	1,218/185	298/210	374/45	93/35	1,592/230	391/245
2013	1,157/190	279/192	402/33	134/42	1,559/223	413/234

TABLE DEFINITIONS

A/P* = Applications/Positions Available

O/A** = Offers Made/Acceptances

STANDARD 7: ADMISSION

Table 7.1 a) Attrition of veterinary students: all routes

Entering class	Relative Attrition*			Absolute Attrition**		Total Attrition	
	Total students	Academic	Personal	Academic	Personal	N	%
2016/17	313	3.83%	0.64%	0.32%	0.64%	14	4.47%
2015/16	293	7.17%	0.34%	1.02%	2.73%	31	10.58%
2014/15	245	6.94%	1.22%	1.22%	4.08%	26	10.61%
2013/14	234	8.97%	1.28%	2.14%	3.85%	33	14.10%
2012/13	273	6.23%	0.00%	3.30%	1.47%	26	9.52%

b) Attrition of veterinary students: BVetMed (4 year)

Entering class	Relative Attrition*			Absolute Attrition**		Total Attrition	
	Total students	Academic	Personal	Academic	Personal	N	%
2016/17	98	3.06%	0.00%	0.00%	0.00%	3	3.06%
2015/16	79	2.53%	0.00%	2.53%	1.27%	4	5.06%
2014/15	45	4.44%	2.22%	0.00%	2.22%	3	6.67%
2013/14	32	0.00%	0.00%	3.13%	3.13%	2	6.25%
2012/13	53	5.66%	0.00%	1.89%	0.00%	4	7.55%

c) Attrition of veterinary students: BVetMed (5 year)

Entering class	Relative Attrition*			Absolute Attrition**		Total Attrition	
	Total students	Academic	Personal	Academic	Personal	N	%
2016/17	168	4.17%	0.00%	0.00%	0.00%	7	4.17%
2015/16	170	5.29%	0.00%	0.59%	2.35%	14	8.24%
2014/15	161	5.59%	0.00%	0.00%	4.35%	14	8.70%
2013/14	160	8.75%	0.63%	1.25%	3.75%	20	12.50%
2012/13	182	5.49%	0.00%	4.40%	1.65%	17	9.34%

d) Attrition of veterinary students: BVetMed via Veterinary Gateway (6 year)

Entering class	Relative Attrition*			Absolute Attrition**		Total Attrition	
	Total students	Academic	Personal	Academic	Personal	N	%
2016/17	47	4.26%	4.26%	2.13%	4.26%	4	8.51%
2015/16	44	22.73%	2.27%	0.00%	6.82%	13	29.55%
2014/15	39	15.38%	5.13%	7.69%	5.13%	9	23.08%
2013/14	42	16.67%	4.76%	4.76%	4.76%	11	26.19%
2012/13	38	10.53%	0.00%	0.00%	2.63%	5	13.16%

* **Relative attrition:** students who transfer to earlier years, transfer to another veterinary school

** **Absolute attrition:** students who leave and never return

Students who intercalate are not included in these tables. By the definitions above, transfers to another veterinary school are being counted in both relative and absolute attrition.

Table 7.2 - Duration of veterinary studies

Duration of studies (2016)	Full course	Accelerated programme
4 years	n/a	28
5 years	142	2
6 years	33	n/a
7 years	6	n/a
8 years	1	n/a
10 years	1	n/a
Average duration	5.29	4.07

STANDARD 8: FACULTY

Table 8.1 - Academic Staff 'Secondary Roles' 2017/18

Academic Staff			Secondary Role(s)	Committee Member
Title	Name	Surname		
Dr	Robert	Abayasekara	Chair of the Teaching Quality Committee Chair of the Board of Examiners (Year 1)	Chair of the Teaching Quality Committee Chair of Student Survey Strategy Working Group Chair of Collaborative Provision Sub-group Chair of Annual Quality Improvement Group Member of Equality and Diversity Committee
Dr	Siobhan	Abeyesinghe		Member of Learning, Teaching and Assessment Committee
Dr	Hatim	Alibhai	Anaesthesia Core Rotation Leader	
Dr	Louise	Allum	Primary Care Shelter Medicine Core Rotation Leader Primary Care Blue Cross Core Rotation Leader	
Dr	Dominic	Barfield	Joint Head of Emergency and Critical Care Small Animal 3 Critical Care Track Rotation Leader Course Director of PG Diploma in Veterinary Clinical Practice Deputy Course Director of MVetMed	Member of Learning, Teaching and Assessment Committee
Dr	Elsa	Beltran	Neurology & Special Senses Strand Leader Small Animal 2 Neurology Track Rotation Leader	Member of UG Medicine Course Management Committee
Mr	David	Bolt	Equine Hospital 1 Core Rotation Leader	
Professor	Ross	Bond	Small Animal 6 Dermatology Track Rotation Leader	Member of Academic Board
Dr	Richard	Booth	Population Medicine and Veterinary Public Health Strand Leader; Farm Animal Practice Endell Core Rotation Leader Farm Animal 1 Production Medicine Track Rotation Leader Farm Animal 2 Torch Track Rotation Leader Farm Animal Clinical Services Core Rotation Leader	Member of UG Medicine Course Management Committee Member of the Animal Handling and Clinical Activity
Professor	Adrian	Boswood	Vice Principal for Learning, Teaching and Assessment; Chair of Learning, Teaching and Assessment Committee	Member of UG Medicine Course Management Committee Member of Learning, Teaching and Assessment Committee Member of Academic Board Member of the College Executive Committee Member of Student Development Committee Member of Student Survey Strategy Working Group
Dr	Madeleine	Campbell	Professional Studies Deputy Strand Leader	Member of UG Medicine Course Management Committee
Dr	Jackie	Cardwell	Joint Deputy Head (Pathology and Population Sciences)	Member of Student Survey Strategy Working Group

Academic Staff			Secondary Role(s)	Committee Member
Title	Name	Surname		
Professor	Brian	Catchpole	Joint Deputy Head (Pathology and Population Sciences) Academic Director of Professional Assessment and Development (Pre-Clinical); Academic Departmental Teaching Co-ordinator (Pathology and Populations Sciences)	Member of UG Medicine Course Management Committee Member of Biological and Biomedical Sciences Course Management Committee Member of Learning, Teaching and Assessment Committee Member of Academic Board
Professor	Daniel	Chan	Clinical Director, Queen Mother Hospital Acting Head of Oncology BVetMed Year 4 Leader Director of Rotations Exam convenor for Finals Part II	Member of UG Medicine Course Management Committee Member of Academic Board Member of the Clinical Services Board
Dr	Elizabeth	Chan	Professional Studies Strand Leader	Member of UG Medicine Course Management Committee
Dr	Sarah	Channon	BVetMed Year 2 Leader; Locomotor Strand Leader	Member of UG Medicine Course Management Committee Member of Student Survey Strategy Working Group
Dr	Chantal	Chenu		Member of Biological and Biomedical Sciences Course Management Committee
Dr	Andrew	Childs	BSc Bioscience Year 1 Leader	Member of Biological and Biomedical Sciences Course Management Committee
Dr	Bradley	Cobb	Deputy Chair of the Board of Examiners (Year 1) BSc Bioscience Year 3 Leader	Member of Biological and Biomedical Sciences Course Management Committee
Dr	David	Connolly	Director of Research Project 2 Small Animal 3 Cardiology Track Rotation Leader Research Track Rotation Leader	Member of UG Medicine Course Management Committee
Dr	Charlotte	Dawson	Small Animal 5 Ophthalmology Track Rotation Leader	
Dr	Steven	De Decker	Head of Neurology Small Animal 2 Neurology Track Rotation Leader	
Dr	Randi	Drees	Head of Diagnostic Imaging	
Dr	Bettina	Dunkel	Equine Hospital 2 Core Rotation Leader	
Mr	John	Fishwick	President of the British Veterinary Association Farm Animal Practice – Synergy Core Rotation Leader	
Dr	Ali	Fouladi	Chair of Biosciences Exam Board	Member of Biosciences and Biomedicine Course Management Committee
Dr	Rob	Fowkes	Associate Dean for Postgraduate Teaching and Learning	Chair of Populations Course Management Committee Chair of Populations (Distance Learning) Course Management Committee Chair of Postgraduate Medicine Course Management Committee Member of Learning, Teaching and Assessment Committee Member of Student Survey Strategy Working Group

Academic Staff			Secondary Role(s)	Committee Member
Title	Name	Surname		
Dr	Stephen	Frean	Deputy Course Director; Cardio-Respiratory Strand Leader; Academic Departmental Teaching Co-ordinator (Comparative Biomedical Sciences)	Member of UG Medicine Course Management Committee Member of Biological and Biomedical Sciences Course Management Committee Member of Learning, Teaching and Assessment Committee
Dr	Virginia Luis	Fuentes	Head of Cardiology	Member of Academic Board
Dr	Troy	Gibson	Director of Animal Husbandry Extramural Studies	Member of UG Medicine Course Management Committee
Dr	Barbara	Glanemann	Joint Head of Internal Medicine BVetMed Year 4 Deputy Leader; Small Animal Medicine Core Rotation Leader	Member of UG Medicine Course Management Committee
Dr	Liam	Good	Associate Dean for Innovation	
Dr	Nigel	Goode	Deputy Chair of the Board of Examiners (Year 2)	Member of Biological and Biomedical Sciences Course Management Committee
Professor	Sue	Gregory	Head of Veterinary Nursing School	Member of Veterinary Nursing and Graduate Diplomas Course Management Committee Member of Student Survey Strategy Working Group
Dr	Barbara	Haesler	Group Leader Safe & Sustainable Food	
Ms	Zoe	Halfacree	Small Animal 1 Soft Tissue Surgery Track Rotation Leader	
Dr	Anke	Hendricks	Skin Deputy Strand Leader	Member of UG Medicine Course Management Committee
Dr	Mike	Hewetson	BVetMed Year 3 Leader	Member of UG Medicine Course Management Committee
Dr	Karen	Humm	Joint Head of Emergency and Critical Care Small Animal Emergency Medicine Core Rotation Leader	
Dr	Rosanna	Jepson	Urogenital Strand Leader	Member of UG Medicine Course Management Committee
Professor	Christopher	Lamb	Small Animal/Large Animal Diagnostic Imaging Core Rotation Leader	Member of Learning, Teaching and Assessment Committee
Dr	Rachel	Lawrence	Deputy Chair of the Board of Examiners for Graduate Year	Member of Biological and Biomedical Sciences Course Management Committee
Dr	Charlotte	Lawson	Course Director of UG Bioscience course	Member of Learning, Teaching and Assessment Committee Member of Biological and Biomedical Sciences Course Management Committee Member of Student Survey Strategy Working Group
Dr	Karla	Lee	Director of Extramural Studies; Principles Strand Leader; Small Animal Surgery Core Rotation Leader; Small Animal 1 Soft Tissue Surgery Track Rotation Leader	Member of UG Medicine Course Management Committee
Dr	Nicola	Lewis	Livestock, Production & Health Research Co-Ordinator	

Academic Staff			Secondary Role(s)	Committee Member
Title	Name	Surname		
Dr	Victoria	Lipscomb	Deputy Clinical Director, Queen Mother Hospital Head of Small Animal Surgery Course Director for MVetMed	Member of Learning, Teaching and Assessment Committee
Dr	Anette	Loeffler	Skin Strand Leader	Member of UG Medicine Course Management Committee
Dr	Raymond	Macharia	Accelerated BVetMed Course Director	Member of UG Medicine Course Management Committee Member of Learning, Teaching and Assessment Committee
Professor	Jill	Maddison	BVetMed Course Director Deputy Head of Department, CSS Director of Professional Development Course Director for CertAVP	Member of UG Medicine Course Management Committee Member of Learning, Teaching and Assessment Committee Member of Academic Board Chair of Equality and Diversity Committee Member of the College Executive Committee Chair of the Animal Handling and Clinical Activity Member of the Clinical Services Board Member of Safety Committee Member of Student Development Committee Member of Student Survey Strategy Working Group
Dr	Imelda	McGonnell	Vice Principal Students (Acting) Associate Dean – Student Experience	Chair of Student Development Committee Chair of College Services Forum Member of Student Survey Strategy Working Group
Dr	Abir	Mukherjee	BSc Biosciences Year 2 Leader	
Dr	Rob	Noad	Course Director for BSc Comparative Pathology	Member of Biological and Biomedical Sciences Course Management Committee Member of Learning, Teaching and Assessment Committee
Ms	Hilary	Orpet	Director of Teaching (Clinical Science and Services)	Member of UG Medicine Course Management Committee Member of the Clinical Services Board Member of Student Development Committee
Dr	Isabel	Orris	BVetMed Intercalation Coordinator	Member of Biological and Biomedical Sciences Course Management Committee Member of Learning, Teaching and Assessment Committee
Dr	Donald	Palmer	Chair of the Board of Examiners for Graduate Year	Member of Biological and Biomedical Sciences Course Management Committee
Dr	Stuart	Patterson	Zoo Track Rotation Leader	Member of Learning, Teaching and Assessment Committee
Dr	Matthew	Pead	Academic Director of Professional Assessment and Development (Clinical)	Member of UG Medicine Course Management Committee Member of Learning, Teaching and Assessment Committee
Dr	Ludovic	Pelligand	Joint Head of Anaesthesia	
Dr	Laureen	Peters	Pathology Track Rotation Leader	
Dr	Andrew	Pitsillides	Chair of the Board of Examiners (Year 2)	Member of Academic Board Member of Student Survey Strategy Working Group

Academic Staff			Secondary Role(s)	Committee Member
Title	Name	Surname		
Mr	Paul	Pollard	Head Vet (Beaumont Hospital); Primary Care Beaumont Core Rotation Leader	
Dr	Simon	Priestnall	Head of Pathology	Member of Biological and Biomedical Sciences Course Management Committee
Ms	Anne	Richings	Hospital Director, Beaumont Sainsbury Animal Hospital	Member of the Clinical Services Board
Dr	Claire	Russell	Placement Year Co-ordinator Course Director for BSc with a Certificate in Work-based Learning and Research	Member of UG Medicine Course Management Committee Member of Biological and Biomedical Sciences Course Management Committee
Professor	Andrew	Rycroft	Chair of the Board of Examiners (Year 3)	Member of Academic Board
Mr	David	Sajik	Acting Head of Orthopaedic Surgery	
Ms	Ruth	Serlin	Deputy Chair of the Board of Examiners (Year 4)	
Professor	Josh	Slater	Head of Equine Group; Bell Equine Track Rotation Leader Buckingham Equine Track Rotation Leader	Member of Academic Board Member of the Clinical Services Board
Professor	Ken	Smith	Head of Department (Pathology and Populations Sciences)	Member of UG Medicine Course Management Committee Member of Learning, Teaching and Assessment Committee Final Year BVetMed Exam Board Chair Member of Academic Board Member of the College Executive Committee Member of the Clinical Services Board Member of Biological and Biomedical Sciences Course Management Committee
Dr	Anneliese	Stell	Small Animal 4 Oncology Track Rotation Leader	
Dr	Balazs	Szladovits	Lymphoreticular & Haemopoietic Strand Leader	Member of UG Medicine Course Management Committee
Dr	Angela	Taylor	Small Animal 4 Oncology Track Rotation Leader	
Dr	Lisa	Thurston	Gateway Course Director	Member of UG Medicine Course Management Committee Member of Biological and Biomedical Sciences Course Management Committee Member of Learning, Teaching and Assessment Committee
Dr	Steven	Van Winden	Farm Animal 3 Clinical Centre Utrecht Track Rotation Leader Course Director for BSc in Animal Health and Disease	Member of Learning, Teaching and Assessment Committee Member of Biological and Biomedical Sciences Course Management Committee
Dr	Kata	Veres-Nyeki	BVetMed Year 3 Deputy Leader Joint head of Anaesthesia	Member of UG Medicine Course Management Committee
Professor	Holger	Volk	Head of Department (Clinical Science and Services)	Member of UG Medicine Course Management Committee Member of Academic Board Member of the Clinical Services Board Member of the College Executive Committee
Dr	Victoria	Waring	BVetMed Year 1 Leader; Alimentary Strand Leader	Member of UG Medicine Course Management Committee

Academic Staff			Secondary Role(s)	Committee Member
Title	Name	Surname		
Professor	Renate	Weller	Associate Dean - Undergraduate Teaching and Learning; Deputy Head of Department, CSS Chair of UG Medicine Course Management Committee; Small Animal/Large Animal Diagnostic Imaging Core Rotation Leader Equine Diagnostic Imaging Track Rotation Leader	Chair of UG Medicine Course Management Committee Chair of Veterinary Nursing and Graduate Diplomas Course Management Committee Chair of Biological and Biomedical Sciences Course Management Committee Member of Learning, Teaching and Assessment Committee Member of Academic Board
Professor	Dirk	Werling	Associate Dean for Research	
Professor	Caroline	Wheeler Jones	Head of Department (Comparative Biomedical Sciences)	Member of UG Medicine Course Management Committee Member of Learning, Teaching and Assessment Committee Member of Academic Board Member of the College Executive Committee
Mr	Kim	Whittlestone	Chair of the Board of Examiners (Year 4)	Member of Learning, Teaching and Assessment Committee Member of Student Survey Strategy Working Group
Dr	Johnathan	Williams	Pathology Core Rotation Leader	

STANDARD 9: CURRICULUM

Table 9.1 - Digest of units of study (hours)

BVetMed 1

Strand	Lectures	Practicals	DLs	Self-directed learning	CALs	Extra
Locomotor	15	2	4	2	0	1 lab/anatomy tour
Developmental Bio	6	1	1	0	0	
N&SS	21	4	3	0	0	1 Anatomy Museum practical, 1 Neurology review
CVRS	7	3	2	0	0	
Urogenital (Repro)	6	2	1	0	0	
Urogenital (Renal)	2	0	0	0	0	
Alimentary	30	5	7	0	2	3 Alimentary practicals in HH, 1 write-up session, 1 optional dentistry, 1 alimentary review
Animal Husbandry	49	6	4	0	2	1 Folium skills session
POS	37	6	9	1	1	1 private study session, 1 DS feedback session
Professional Studies	18	0	8	0	0	1 assessments Q&A
Integrated Concepts	1	1	0	0	0	
Total	192	30	39	3	5	

Strand	Lectures	Practicals	DLs	Self-directed learning	CALs	Extra
CVRS	16	4	4	0	0	1 poster session (not included in the DLs), 2 Q&As, 1 feedback session
LYM	11	1	0	6	1	
Endocrine	11	2	3	2	0	1 Q&A
PMVPH	12	0	6	0	0	
Urogenital (Repro)	11	6	3	0	0	1 Q&A, 1 feedback session
Urogenital (Renal)	7	2	1	0	0	1 Q&A
Skin	6	2	2	0	0	1 workshop, 1 learning review
Locomotor	11	6	3	0	0	1 demonstration in ISF Theatre, 1 Q&A, 1 Locomotor review
POS	75	17	10	9	4	3 directed readings, 4 sign-up only sessions, 8 feedbacks, 1 drop-in, 2 Q&As
Integrated Concepts	19	0	0	0	0	9 drop-in sessions
Professional Studies	1	0	1	0	0	
Total	180	40	33	17	5	

Graduate entry

Animal form and function	Lectures	Practicals	DLs	Self-directed learning	ISF	CALs
Unit 1 (LOC)	12	13	2	0	2	1
Unit 2 (ORD)	12	8	3	0	1	0
Unit 3 (RUT)	8	2	2	0	0	0
Unit 4 (ES)	8	1	3	0	0	0
Unit 5 (PND)	11	7	1	0	1	0
Unit 6 (REP)	12	7	5	0	1	0
Unit 7 (CR)	14	5	2	0	1	0
Infections and responses						
Unit 1 (GAB PAT)	11	5	0	0	0	0
Unit 2 (IIP)	17	1	4	4	0	1
Unit 3 (VIR)	8	2	1	1	0	0
Unit 4 (PAR)	14	3	3	0	0	0
Unit 5 (BAC)	10	3	0	0	0	0
Animal husbandry						
	41	6	0	3	0	0
Total	178	63	26	8	6	2

Strand	Lectures	Practicals	DLs incl. CS	Self-directed learning	CALs	Extra
POS	61	4	11	0	17	
Professional Studies	46	0	17	5	0	Excludes POD teaching
Alimentary	26	4	5	1	9	2 optional CALs, 4 CS feedback sessions
PMVPH	25	2	7	2	5	4 CS feedback sessions, 1 DL round up
Reproduction	30	5	6	1	8	3 CS feedback sessions
Cardiovascular	15	0	2	0	4	1 optional CAL
Respiratory	24	4	6	0	5	4 CS feedback sessions
Skin	28	1	2	10	2	2 CS feedback sessions
NOSS	25	4	3	0	8	9 optional CALs
Locomotor	24	4	4	3	0	2 CS feedback sessions
LYM	12	2	2	2	1	2 CS feedback sessions
Total	316	30	65	24	59	

BVetMed 4 (didactic = 1 term)

Strand	Lectures	Practicals	DLs incl. CS	Self-directed learning	CALs
LYM	4	0	1	0	1
POS	11	1	1	0	3
Professional Studies	2	2	3	0	1
Renal	21	1	5	0	1
Endocrine	13	0	4	0	0
PMVPH	31	1	12	10	14
Total	82	5	26	10	20

Table 9.2 - Digest of disciplines and subjects (student hours in course)

Basic subjects and sciences	Total		Lectures		Practicals		DLs		CALs		Clinical Scenario		Assignment		Directed Reading		Seminar	
	Pure	Mixed	Pure	Mixed	Pure	Mixed	Pure	Mixed	Pure	Mixed	Pure	Mixed	Pure	Mixed	Pure	Mixed	Pure	Mixed
Anatomy, histology, embryology	93	367	33	169	57	141	0	41	2	16	0	0	0	0	1	0	0	0
	460		202		198		41		18		0		0		1		0	
Biochemistry	0	36	0	34	0	0	0	2	0	0	0	0	0	0	0	0	0	0
	36		34		0		2		0		0		0		0		0	
Biology, cell biology	10	50	10	44	0	0	0	6	0	0	0	0	0	0	0	0	0	0
	60		54		0		6		0		0		0		0		0	
Chemistry	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	0		0		0		0		0		0		0		0		0	
Physiology	58	344	51	260	2	23	5	48	0	8	0	0	0	0	3	0	1	
	402		311		25		53		8		0		0		3		1	
Molecular biology	9	37	7	31	0	0	2	5	0	1	0	0	0	0	0	0	0	0
	46		38		0		7		1		0		0		0		0	
Scientific method	0	34	0	24	0	3	0	2	0	5	0	0	0	0	0	0	0	0
	34		24		3		2		5		0		0		0		0	
Biostatistics	12	18	4	12	0	0	8	5	0	1	0	0	0	0	0	0	0	0
	30		16		0		13		1		0		0		0		0	
Genetics	15	52	13	39	0	0	2	3	0	10	0	0	0	0	0	0	0	0
	67		52		0		5		10		0		0		0		0	
Epidemiology	9	141	8	99	0	1	1	27	0	8	0	6	0	0	0	0	0	0
	150		107		1		28		8		6		0		0		0	
Immunology	38	73	33	57	0	4	0	3	0	2	0	0	0	0	5	7	0	0
	111		90		4		3		2		0		0		12		0	
Microbiology	78	140	68	95	10	25	0	11	0	4	0	2	0	0	0	3	0	0
	218		163		35		11		4		2		0		3		0	
Parasitology	20	135	9	93	11	21	0	21	0	0	0	0	0	0	0	0	0	0
	155		102		32		21		0		0		0		0		0	
Pathology, pathophysiology	78	484	42	332	32	39	0	40	0	34	0	28	0	0	4	10	0	1
	562		374		71		40		34		28		0		14		1	

	Total		Lectures		Practicals		DLs		CALs		Clinical Scenario		Assignment		Directed Reading		Seminar		
	Pure	Mixed	Pure	Mixed	Pure	Mixed	Pure	Mixed	Pure	Mixed	Pure	Mixed	Pure	Mixed	Pure	Mixed	Pure	Mixed	
Pharmacology	37	107	36	76	0	2	1	15	0	10	0	0	0	0	0	0	3	0	1
	144		112		2		16		10		0		0		3		1		
Pharmacy	0	4	0	2	0	0	0	1	0	0	0	0	0	0	0	1	0	0	
	4		2		0		1		0		0		0		1		0		
Toxicology	0	11	0	8	0	0	0	0	0	0	0	3	0	0	0	0	0	0	
	11		8		0		0		0		3		0		0		0		
Environmental protection and conservation	0	15	0	8	0	0	0	6	0	1	0	0	0	0	0	0	0	0	
	15		8		0		6		1		0		0		0		0		

Animal production

	Pure		Mixed		Pure		Mixed		Pure		Mixed		Pure		Mixed		Pure		Mixed	
	Mixed	Mixed	Mixed	Mixed	Mixed	Mixed	Mixed	Mixed	Mixed	Mixed	Mixed	Mixed	Mixed	Mixed	Mixed	Mixed	Mixed	Mixed	Mixed	
Agronomy	0	1	0	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	
	1		1		0		0		0		0		0		0		0			
Animal nutrition	24	73	20	46	0	14	0	3	4	6	0	4	0	0	0	0	0	0		
	97		66		14		3		10		4		0		0		0			
Animal husbandry and production incl. a quaculture	17	239	15	131	0	54	0	20	2	26	0	0	0	0	0	8	0	0		
	256		146		54		20		28		0		0		8		0			
Livestock production economics	11	78	8	58	0	0	0	6	3	13	0	1	0	0	0	0	0	0		
	89		66		0		6		16		1		0		0		0			
Animal behaviour and behavioural disorders	10	27	8	17	0	7	2	3	0	0	0	0	0	0	0	0	0	0		
	37		25		7		5		0		0		0		0		0			
Animal protection and welfare	16	62	13	38	0	3	0	9	0	0	3	12	0	0	0	0	0	0		
	78		51		3		9		0		15		0		0		0			
Preventative vet medicine, health monitoring	8	152	7	95	0	14	0	31	0	5	0	2	0	0	1	5	0	0		
	160		102		14		31		5		2		0		6		0			
Reproduction and obstetrics	32	243	28	155	0	31	4	21	0	24	0	10	0	0	0	1	0	0		
	275		183		31		25		24		10		0		1		0			

Clinical subjects

	Total		Lectures		Practicals		DLs		CALs		Clinical Scenario		Assignment		Directed Reading		Seminar	
	Pure	Mixed	Pure	Mixed	Pure	Mixed	Pure	Mixed	Pure	Mixed	Pure	Mixed	Pure	Mixed	Pure	Mixed	Pure	Mixed
Anaesthesia	31	86	23	42	0	4	0	0	8	40	0	0	0	0	0	0	0	0
	117		65		4		0		48		0		0		0		0	
Clinical examination and diagnosis	18	554	3	301	3	52	1	54	11	53	0	76	0	0	0	12	0	6
	572		304		55		55		64		76		0		12		6	
Clinical pathology	16	178	7	98	9	29	0	13	0	14	0	20	0	0	0	4	0	0
	194		105		38		13		14		20		0		4		0	
Diagnostic imaging	59	63	50	29	0	12	0	6	9	7	0	6	0	0	0	1	0	2
	122		79		12		6		16		6		0		1		2	
Clinical medicine	7	699	6	416	0	20	1	70	0	66	0	90	0	0	0	22	0	15
	706		422		20		71		66		90		0		22		15	
Surgery	35	146	21	98	0	14	0	11	11	9	0	5	0	0	0	3	3	6
	181		119		14		11		20		5		0		3		9	
Therapeutics	1	149	1	82	0	3	0	12	0	17	0	21	0	0	0	13	0	1
	150		83		3		12		17		21		0		13		1	
Emergency and critical care	15	39	12	18	0	5	0	3	3	10	0	2	0	0	0	0	0	1
	54		30		5		3		13		2		0		0		1	
Exotic and epizootic disease	0	20	0	16	0	0	0	1	0	3	0	0	0	0	0	0	0	0
	20		16		0		1		3		0		0		0		0	
Zoonoses and public health	8	184	8	121	0	5	0	16	0	35	0	4	0	0	0	1	0	2
	192		129		5		16		35		4		0		1		2	
Government veterinary sciences	4	66	4	44	0	0	0	5	0	11	0	1	0	0	0	5	0	0
	70		48		0		5		11		1		0		5		0	

Food hygiene

	Total		Lectures		Practicals		DLs		CALs		Clinical Scenario		Assignment		Directed Reading		Seminar	
	Pure	Mixed	Pure	Mixed	Pure	Mixed	Pure	Mixed	Pure	Mixed	Pure	Mixed	Pure	Mixed	Pure	Mixed	Pure	Mixed
Veterinary certification	0	10	0	3	0	1	0	0	0	4	0	2	0	0	0	0	0	0
	10		3		1		0		4		2		0		0		0	
Regulation and certification of animal & animal products	0	57	0	35	0	2	0	1	0	16	0	3	0	0	0	0	0	0
	57		35		2		1		16		3		0		0		0	
Food hygiene and quality	5	100	0	67	0	4	5	2	0	23	0	3	0	0	0	1	0	0
	105		67		4		7		23		3		0		1		0	

Professional knowledge

	Pure		Mixed		Pure		Mixed		Pure		Mixed		Pure		Mixed		Pure		Mixed	
Professional ethics and behaviour	34	101	15	50	0	1	17	19	0	1	0	29	2	1	0	0	0	0	0	
	135		65		1		36		1		29		3		0		0		0	
Veterinary legislation	0	39	0	24	0	0	0	3	0	5	0	2	0	0	0	5	0	0	0	
	39		24		0		3		5		2		0		5		0		0	
Communication skills	26	71	3	18	1	1	16	30	3	4	0	17	0	1	0	0	3	0	0	
	97		21		2		46		7		17		1		0		3		0	
Practice management and business	7	14	4	11	0	0	3	1	0	0	0	1	0	1	0	0	0	0	0	
	21		15		0		4		0		1		1		0		0		0	
Information literacy and data management	5	23	5	12	0	0	0	5	0	3	0	2	0	0	0	1	0	0	0	
	28		17		0		5		3		2		0		1		0		0	

Standard 9: Curriculum

Table 9.3 - EMS

38 weeks of EMS must be completed in total of which 12 weeks is Animal Husbandry EMS and 26 weeks is clinical EMS.

The compulsory or recommended requirements are:

	Minimum duration	Year of programme
Production animal farm experience (pre-clinical)	6 (compulsory)	1 and 2
Companion animal pre-clinical experience	2 weeks (recommended)	1 and 2
Clinical - companion animal	2 weeks (recommended)	3 - 5
Clinical - production animal	2 weeks (recommended)	3 - 5
Clinical - other	2 weeks equine (recommended)	3 - 5
Food hygiene, abattoir	None	
Other (specify)	None	

Note: This information also relates to External Practical Training (EPT) as requested by EAEVE also

Table 9.4 - Clinical rotations

	List of individual rotations	Duration	Year of programme
Core intramural rotations	Anaesthesia	2 weeks	All year 4/5
	Equine hospital - medicine and out-of-hours	2 weeks	
	Equine hospital - surgery and ambulatory practice	2 weeks	
	Farm animal (Hawkshead)	1 week	
	Pathology	1 week	
	Small animal first opinion (BSAH)	2 weeks	
	Diagnostic imaging	1 week	
	Small animal emergency medicine	1 week	
	Small animal medicine	2 weeks	
	Small animal surgery	2 weeks	
	Shelter medicine	1 week	
Core distributed rotations	Farm animal (Synergy)	2 weeks	All year 4/5
	Farm animal (Endells)	2 weeks	
	Charity small animal practice (Blue Cross)	1 week	
Elective rotations	Dermatology	Six elective weeks are undertaken by students in blocks of one or two weeks	All year 4/5
	Bell Equine		
	Buckingham Equine		
	Production animal medicine (Kingston Maurward)		
	Farm animal (Torch)		
	Farm animal (Utrecht)		
	Pathology		
	Soft tissue surgery		
	Neurology		
	Cardiology/Critical care		
	Oncology		
	Ophthalmology		
	Zoo medicine		
Other			

STANDARD 10: RESEARCH PROGRAMMES

Table 10.1 - Interns and residents enrolled June/July 2017

Clinical discipline	No. of interns started June 17	No. of residents Year 3	No. of residents Year 2	No. of residents Year 1	Diploma or anticipated title
Small animal	13	-	-	-	PGDipVCP
Production animal	3	-	-	-	PGDipVCP
Equine	3	-	-	-	PGDipVCP
Exotic animal (intern)	1	-	-	-	PGDipVCP
Oncology (intern)	1	-	-	-	PGDipVCP
Anaesthesia	-	1	2	2	MVetMed
Anatomic pathology	-	1	2	1	MVetMed
Cardiology	-	1	1	1	MVetMed
Clinical pathology	-	1	1	1	MVetMed
Dermatology	-	-	-	1	MVetMed
Diagnostic imaging	-	1	2	1	MVetMed
Emergency critical care	-	2	2	3	MVetMed
Equine in anatomic pathology	-	-	1	-	MVetMed
Equine	-	-	1	-	MVetMed
Equine diagnostic imaging	-	-	1	-	MVetMed
Equine medicine	-	-	1	1	MVetMed
Equine surgery	-	-	1	1	MVetMed
Production animal	-	1	1	2	MVetMed
Internal medicine	-	2	3	3	MVetMed
Neurology and neurosurgery	-	2	2	2	MVetMed
Oncology	-	1	-	1	MVetMed
Ophthalmology	-	1	-	2	MVetMed
Surgery	-	1	1	3	MVetMed
Wildlife population health	-	-	1	-	MVetMed
Zoo health management	-	-	1	-	MVetMed
Total	21	15	24	25	
Total interns	21	Total residents (Year 1, 2 and 3)	64	Total interns and residents	85

Standard 10: Research Programmes
Table 10.2 - Postgraduate programmes

Qualification	Taught	Research	Duration
Master's			
Postgraduate Certificate in Livestock Health and Production	5		5 years PT
Postgraduate Certificate in Veterinary Clinical Studies	6		1 year FT
Postgraduate Certificate in Veterinary Education	25		2 years PT
Postgraduate Certificate in Veterinary Epidemiology and Public Health	15		5 years PT
Postgraduate Diploma in Livestock Health and Production	3		5 years PT
Postgraduate Diploma in Veterinary Education	5		3 years PT
Postgraduate Diploma in Veterinary Epidemiology and Public Health	15		5 years PT
Master of Research		15	1 year FT / 2 years PT
MSc in Intensive Livestock Health and Production	6		3 years PT
MSc in Livestock Health and Production	16		5 years PT
MSc in One Health (Infectious Diseases)	16		1 year FT / 2 years PT
MSc in Veterinary Education	19		6 years PT
MSc in Veterinary Epidemiology	11		1 year FT / 2 years PT
MSc in Veterinary Epidemiology and Public Health	88		5 years PT
MSc in Wild Animal Biology	18		1 year FT
MSc in Wild Animal Health	7		1 year FT
Doctorate			
Professional Doctorate in Agriculture and Food		1	8 years PT
Professional Doctorate in Veterinary Practice		4	8 years PT
MPhil/PhD		150	3 - 4 years FT / 6 - 8 years PT
Other			
Principles and Practice in Science Education	8		1 year PT
Principles and Practice in Veterinary Education	7		1 year PT
Short Course in Intensive Livestock Health and Production	1		1 year PT

Table 10.3 - Continuing education courses provided June 2017 - May 2018

Title of course	Start date	No. of participants	Course duration
Webinar Plus: Pain management in small animal practice	5 June 17	14	16 hours
Webinar Plus: Building resilience to the challenges and pressures of practice	5 June 17	18	16 hours
Abdominal surgery – the essentials	13 June 17	23	2 days
EMS Providers Day	20 June 17	31	1 day
Feline orthopaedics	21 June 17	6	2 days
Practical abdominal ultrasound scanning day	28 June 17	20	1 day
Webinar: Septic peritonitis	4 July 17	15	2 hours
Basic internal fixation	11 July 17	11	1 day
CertAVP Survival Tips and Clinic	12 July 17	21	1 day
Alumni CPD day - class of 2016	1 September 17	50	1 day
Ophthalmology online - a problem based approach	4 September 17	31	6 weeks
Webinar Plus: Approach to common conditions of rabbits, rodents and ferrets	4 September 17	19	16 hours
Webinar Plus: Problem-solving in small animal anaesthesia	4 September 17	11	16 hours
Small animal medical nursing online	11 September 17	36	6 weeks
Emergency and critical care nursing	11 September 17	27	6 weeks
More logical clinical problem solving online	11 September 17	19	6 weeks
Emergency patient online	18 September 17	31	6 weeks
Advanced small animal ultrasound: Finding the small parts	21 September 17	20	2 days
Practical echocardiography scanning day	27 September 17	20	1 day
Integrating echocardiography into your clinical practice	28 September 17	27	1 day
Clinical problem solving in small animal neurology online	2 October 17	24	6 weeks
Webinar Plus: Haematology and haemostasis in practice	2 October 17	10	16 hours
Webinar Plus: A multidisciplinary approach to urinary tract disorders	2 October 17	15	16 hours
Dentistry in small animal practice	11 October 17	16	2 days
Getting the best out of your microscope - the essentials	18 October 17	5	1 day
Learn to read radiographs online	23 October 17	39	6 weeks
Webinar Plus: Canine endocrinology	30 October 17	33	16 hours
Webinar Plus: Navigating the CertAVP A module	30 October 17	9	16 hours

Title of course	Start date	No. of participants	Course duration
Webinar: Cardiopulmonary arrest - what's new?	1 November 17	9	2 hours
Webinar Plus: Soft tissue surgery principles	6 November 17	20	16 hours
Local anaesthetic techniques	10 November 17	27	1 day
Webinar: The clinically deteriorating in-patient	28 November 17	13	2 hours
Down the tube: practical guidelines and tips for placing tubes, drains and catheters	28 November 17	10	1 day
Logical clinical problem solving	8 January 18	32	6 weeks
Equine radiology online - the forelimb	15 January 18	35	6 weeks
VCT online: Technology, thorax, abdomen & vascular application	15 January 18	34	6 weeks
Webinar Plus: Advanced nutrition for nurses	17 January 18	28	16 hours
Learn to read radiographs online	22 January 18	24	6 weeks
Webinar Plus: Backyard poultry problems and solutions	29 January 18	29	16 hours
Basic echocardiography	31 January 18	20	2 days
Thoracic radiology	7 February 18	4	1 day
Anaesthesia and analgesia for veterinary nurses online	19 February 18	32	6 weeks
Abdominal ultrasonography online	19 February 18	35	6 weeks
Haematology and cytology online	19 February 18	19	6 weeks
Webinar Plus: ECC - the next step	19 February 18	27	16 hours
Live Webinar 1: ECC - the next step	21 February 18	1	2 hours
Webinar Series: ECC - the next step	21 February 18	4	2 hours
Practical abdominal ultrasound scanning day	21 February 18	20	1 day
Live Webinar 2: ECC - the next step	28 February 18	1	2 hours
Webinar Plus: Thoracic and abdominal radiology	28 February 18	39	16 hours
Live Webinar 3: ECC - the next step	7 March 18	2	2 hours
Live Webinar 4: ECC - the next step	14 March 18	1	2 hours
Live Webinar 5: ECC - the next step	21 March 18	2	2 hours
Practical abdominal ultrasound scanning day	21 March 18	20	1 day
Ophthalmological emergencies	27 March 18	9	1 day
Live Webinar 6: ECC - the next step	28 March 18	1	2 hours

Title of course	Start date	No. of participants	Course duration
Basic small animal abdominal ultrasound	28 March 18	20	2 days
Diagnostic imaging techniques online for nurses	16 April 18	17	6 weeks
Practical physiotherapy for veterinary surgeons and nurses	18 April 18	24	2 days
Webinar Plus: Management of the small animal trauma patient	23 April 18	30	16 hours
Webinar Series: Management of the small animal trauma patient	25 April 18	9	2 hours
Webinar: How to approach animal health issues on organic farms	1 May 18	4	2 hours
Webinar Plus: Feline endocrinology	7 May 18	18	16 hours
Webinar Plus: Diagnosis & management of SA respiratory disease	9 May 18	29	16 hours
Webinar Plus: Fundamentals of emergency medicine: Part 1	14 May 18	21	16 hours
Practical hind limb surgery - the stifle	15 May 18	17	1 day
Practical hind limb surgery - the hip	16 May 18	7	1 day
Webinar: Blood gas and electrolytes	23 May 18	12	2 hours
Practical abdominal ultrasound scanning day	23 May 18	20	1 day

The following are recorded, anytime online courses that can be bought at any time of the year:

Webinar recorded - The clinically deteriorating in-patient	5 December 17	1	2 hours
Recorded webinar: Managing CKD, is it just about the diet?	24 December 17	1	2 hours
RW: Imaging and biopsying the urogenital tract	24 December 17	6	2 hours
Recorded webinar: Common hepatobiliary diseases	24 December 17	2	2 hours
Recorded webinar: The clinically deteriorating in-patient	24 December 17	4	2 hours
Recorded webinar: Managing CKD in cats	24 December 17	6	2 hours
Recorded webinar: Kidney disease in dogs and cats	24 December 17	4	2 hours
RW: Basic normal CT anatomy in dogs: the head, neck, thorax and abdomen	24 December 17	3	2 hours
Recorded webinar: Equine laminitis	24 December 17	7	2 hours
RW: Imaging and biopsying the liver, spleen, gastrointestinal tract	24 December 17	9	2 hours
Recorded webinar: Everything you want to know about lungworm	24 December 17	8	2 hours
RW: Diagnosis and management of hepatobiliary disease	24 December 17	7	2 hours
Recorded webinar: Assessing hepatobiliary clinical pathology	24 December 17	3	2 hours
RW: Opening the sieve: Glomerular disease and how to treat it	24 December 17	2	2 hours
Recorded webinar: Cats with aortic thromboembolism	24 December 17	9	2 hours

Title of course	Start date	No. of participants	Course duration
Recorded webinar: Feline acromegaly	24 December 17	4	2 hours
Recorded webinar: Feline hyperthyroidism	24 December 17	1	2 hours
RW: I can feel it in my waters! Making a diagnosis of CKD	24 December 17	1	2 hours
Recorded webinar: Septic peritonitis - diagnosis and management	24 December 17	5	2 hours
Webinar recorded: Managing GDV before and after surgery	24 December 17	5	2 hours
Recorded webinar: Radiology for small animal emergencies	24 December 17	16	2 hours
Recorded webinar: Cardiopulmonary arrest - what's new?	24 December 17	14	2 hours
Webinar recorded: Blood gas and electrolyte analysis	24 December 17	1	2 hours
Recorded webinar: Pancreatitis and biliary diseases in dogs and cats	24 December 17	8	2 hours
Recorded webinar: Pyoderma: MRSA versus MRSP	24 December 17	2	2 hours
Recorded webinar: Making sense of the numbers	24 December 17	2	2 hours
Recorded webinar: Approach to the inappetent small animal patient	24 December 17	4	2 hours
Recorded webinar: Problem based approach to the patient in shock	24 December 17	4	2 hours
RW: Musculoskeletal injuries in sport and working dogs	24 December 17	3	2 hours
RW: Anaesthesia and analgesia in farm animal practice	24 December 17	1	2 hours
Recorded webinar: Problem based approach to the bleeding patient	24 December 17	8	2 hours
Recorded webinar: Canine cognitive dysfunction	24 December 17	7	2 hours
Recorded webinar: Antimicrobial selection in farm animal practice	24 December 17	6	2 hours
Recorded Webinar Plus: Diagnosis and management of hepatobiliary disorders online	24 December 17	9	12 hours
Recorded Webinar Plus: Chronic kidney disease in cats and dogs	24 December 17	6	12 hours
Recorded Webinar Plus: Case-based review of fluid therapy	24 December 17	4	12 hours
Recorded Webinar Plus: Feline cardiology	24 December 17	5	12 hours
Recorded Webinar Plus: Essentials of GI disorders	24 December 17	5	12 hours

The following are run on behalf of the QMHA and ERH:

Equine Referral Evening - Latest developments in treatments and techniques	5 December 17	35	2 hours
Mitral valve disease in dogs	6 February 18	51	2 hours
Equine Referral Evening - Update on headshaking in horses	15 May 18	19	2 hours

Standard 10: Research Programmes

Table 10.4 - Veterinary students in research projects

	Year 2	Year 3
2016/17	209	219
2015/16	207	248
2014/15	197	242

Standard 10: Research Programmes

Table 10.5 - Veterinary students intercalating

	Number of students intercalating
2016/17	19
2015/16	21
2014/15	24

Table 10.6

a) CertAVP Modules Offered 2011 - 2017

Modules accredited to award

- 1 A-FAVP Foundation of Advanced Veterinary Practice
- 2 A-PKS.1 Professional Key Skills
- 3 B-CKS.0 Clinical Key Skills
- 4 B-EP.3 Equine Practice
- 5 B-PAP.2 Production Animal Practice (Cattle, Sheep & Camelids)
- 6 B-PAP.2 Production Animal Practice (Pigs)
- 7 B-PAP.2 Production Animal Practice (Poultry)
- 8 B-SAP.1 Small Animal Practice
- 9 C-E.1 Equine Gastrointestinal Disease and Intensive Care
- 10 C-E.2 Equine Cardiovascular and Respiratory Disease
- 11 C-E.3 Equine General Medicine
- 12 C-E.4 Equine Neuromuscular, Behaviour & Special Senses
- 13 C-ECC.1 Critical Care
- 14 C-ECC.2 Emergency Care A
- 15 C-ECC.3 Emergency Care B
- 16 C-P.1 Reproductive Management of Pigs
- 17 C-P.2 Infectious Diseases, Diagnosis, Prevention and Control
- 18 C-P.3 Intensive Pig Production: Management and Non-Infectious Diseases
- 19 C-POU.1 Poultry Husbandry and Management
- 20 C-POU.2 Poultry Disease Diagnosis, Prevention and Treatment
- 21 C-POU.3 Minor Poultry Species, Hatcheries and Incubation, Poultry Processing and Legislation
- 22 C-SAM.8 Small Animal Medicine A
- 23 C-SAM.9 Small Animal Medicine B
- 24 C-SAM.10 Small Animal Medicine C
- 25 C-SAS.1 Small Animal Surgery (core)
- 26 C-SAS.2 Soft Tissue Surgery A
- 27 C-SAS.3 Soft Tissue Surgery B
- 28 C-SAS.6 Orthopaedic Surgery A
- 29 C-SAS.7 Orthopaedic Surgery B
- 30 C-VA.1 Small Animal Anaesthesia and Analgesia
- 31 C-VA.2 Equine Anaesthesia and Analgesia
- 32 C-VA.3 Critical Care and Analgesia
- 33 C-VC.1 Cardiovascular Anatomy, Physiology and Pathology
- 34 C-VC.2 Cardiovascular Diagnostics
- 35 C-VC.3 Cardiovascular Therapeutics
- 36 C-VDI.1 Veterinary Diagnostic Imaging in Practice

Modules accredited to award

37	C-VDI.2 Small Animal Diagnostic Imaging - Orthopaedics
38	C-VDI.3 Small Animal Diagnostic Imaging - Soft Tissue
39	C-VDI.4 Large Animal Diagnostic Imaging A
40	C-VDI.5 Large Animal Diagnostic Imaging B
41	C-VP.1 Basic Tissue Pathology, Necropsy and Biopsy
42	C-VP.2 Clinical Pathology - Laboratory Diagnostics
43	C-VPH.1 Animal Welfare in the Food Chain
44	C-VPH.2 Hygienic Production of Food
45	C-VCG.1 Clinical Governance in Veterinary Practice
46	C-VGP.1 Clinical Audit
47	C-VGP.2 Consultation Skills
48	C-VGP.3 Professional Responsibility and Practice
49	C-VML.1 Principles of Veterinary Management and Leadership
50	C-VCM.1 Principles of Coaching and Mentoring Development in Veterinary Practice

Note: B-GVM.5 is no longer assessed at the RVC.

b) CertAVP Total number of new candidates enrolled per year

Year	Number of new candidates enrolled
2011	104
2012	116
2013	103
2014	84
2015	109
2016	79
2017	64

c) CertAVP Total number of module enrolments per year

Year	Jan	Feb	Mar	Apr	May	Jun	Jul	Aug	Sep	Oct	Nov	Dec	Total
2011	28	41	30	29	28	11	20	24	21	26	13	14	285
2012	18	24	27	23	9	4	15	18	65	41	13	11	268
2013	21	25	23	17	8	10	31	25	21	23	15	7	226
2014	18	13	12	19	15	11	9	27	20	13	12	8	177
2015	19	16	12	12	12	14	20	15	30	25	18	13	206
2016	22	23	20	8	5	12	14	11	42	20	4	16	197
2017	20	21	18	6	5	7	8	10	26	13	18	8	150

d) CertAVP Total number of module passes per year

Year	Number of module passes
2011	203
2012	201
2013	178
2014	131
2015	145
2016	143
2017	123

APPENDIX 4: EAEVE ESEVT INDICATORS

Title of course	2014/15	2015/16	2016/17	Mean
No. of FTE academic staff involved in veterinary training	216	216	216	216
No. of undergraduate students	1,211	1,251	1,295	1,252
No. of FTE veterinarians involved in veterinary training	153	153	153	153
No. of students graduating annually	241	241	213	232
No. of FTE support staff involved in veterinary training	470	470	470	470
No. of hours of practical (non-clinical) training	483	483	483	483
No. of hours of clinical training	1,120	1,120	1,120	1,120
No. of hours of FSQ & VPH training	71	71	71	71
No. of hours of extra-mural practical training in FSQ & VPH	20	24	32	25
No. of companion animal patients seen intra-murally	32,111	30,508	27,862	30,160
No. of ruminant and pig patients seen intra-murally	102	89	113	101
No. of equine patients seen intra-murally	1,176	1,130	1,101	1,136
No. of rabbit, rodent, bird and exotic patients seen intra-murally	1,661	2,190	2,139	1,997
No. of companion animal patients seen extra-murally	2,525	3,036	3,082	2,881
No. of individual ruminants and pig patients seen extra-murally	1,678	1,654	4,398	2,577
No. of equine patients seen extra-murally	7,701	7,952	8,632	8,095
No. of visits to ruminant and pig herds	954	169	288	470
No. of visits to poultry and farmed rabbit units	10	24	0	11
No. of companion animal necropsies	359	376	328	354
No. of ruminant and pig necropsies	210	177	252	213
No. of equine necropsies	61	68	70	66
No. of rabbit, rodent, bird and exotic pet necropsies	64	43	24	44
No. of FTE specialised veterinarians involved in veterinary training	102	102	102	102
No. of PhD graduating annually	29	24	29	27

Title of course	Establishment values	Median values¹	Minimal values²	Balance³
No. of FTE academic staff involved in veterinary training / no. of undergraduate students	0.172	0.16	0.13	0.046
No. of veterinarians involved in veterinary training / no. of students graduating annually	0.661	0.87	0.59	0.071
No. of FTE support staff involved in veterinary training / no. of students graduating annually	2.029	0.94	0.57	1.462
No. of hours of practical (non-clinical) training	483.000	905.67	595.00	-112.000
No. of hours of clinical training	1,120.000	932.92	670.00	450.000
No. of hours of FSQ & VPH training	71.000	287.00	174.40	-103.400
No. of hours of extra-mural practical training in FSQ & VPH	25.333	68.00	28.80	-3.467
No. of companion animal patients seen intra-murally / no. of students graduating annually	130.188	70.48	42.01	88.178
No. of ruminant and pig patients seen intra-murally / no. of students graduating annually	0.438	2.69	0.46	-0.026
No. of equine patients seen intra-murally / no. of students graduating annually	4.902	5.05	1.30	3.604
No. of rabbit, rodent, bird and exotic seen intra-murally / no. of students graduating annually	8.618	3.35	1.55	7.073
No. of companion animal patients seen extra-murally / no. of students graduating annually	12.435	6.80	0.22	12.212
No. of individual ruminants and pig patients seen extra-murally / no. of students graduating annually	11.122	15.95	6.29	4.828
No. of equine patients seen extra-murally / no. of students graduating annually	34.942	2.11	0.60	34.347
No. of visits to ruminant and pig herds / no. of students graduating annually	2.030	1.33	0.55	1.483
No. of visits of poultry and farmed rabbit units / no. of students graduating annually	0.049	0.12	0.04	0.004
No. of companion animal necropsies / no. of students graduating annually	1.529	2.07	1.40	0.129
No. of ruminant and pig necropsies / no. of students graduating annually	0.919	2.32	0.97	-0.051
No. of equine necropsies / no. of students graduating annually	0.286	0.30	0.09	0.194
No. of rabbit, rodent, bird and exotic pet necropsies / no. of students graduating annually	0.188	2.05	0.69	-0.504
No. of FTE specialised veterinarians involved in veterinary training / no. of students graduating annually	0.440	0.2	0.06	0.377
No. of PhD graduating annually / no. of students graduating annually	0.118	0.15	0.09	0.030

¹ Median values defined by data from Establishments with Approval status in April 2016

² Recommended minimal values calculated as the 20th percentile of data from Establishments with Approval status in April 2016

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



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