



VISITATION REPORT

**To the School of Veterinary Medicine, University of Glasgow,
Glasgow, Scotland, UK**

On 18 – 22 October 2021

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Introduction

The University of Glasgow was founded in 1451 and is the fourth oldest University in the English-speaking world. The Glasgow Veterinary College started in 1862 and was incorporated into the University of Glasgow in 1949. The School of Veterinary Medicine (called the Veterinary Education Establishment (VEE) in this Report) is part of the College of Medical Veterinary and Life Sciences.

The VEE was visited by EAEVE/ESEVT in 2013 and was granted Stage 1 Approval status. The VEE is also fully accredited by the Royal College of Veterinary Surgeons (RCVS) and by the American Veterinary Medical Association (AVMA).

Since the last Visitation, the VEE has:

-) completely redesigned its curriculum and its approach to the teaching of veterinary medicine,
-) opened the Mary Stewart Building that provides social space and a range of study and small group teaching spaces,
-) increased the Academic staff numbers to support the new curriculum and its emphasis on clinical and professional skills.

A current issue for the VEE is the recruitment and retention of clinical staff, which remains a perennial issue and reflects ever-increasing competition from a growing private referral sector. The VEE has plans to develop the Veterinary Teaching Hospital (VTH) by operating it within a new commercial model, which should contribute to enhance the student experience, ensure sustainability as an excellent teaching platform, develop clear career pathways for both academic and clinically focussed staff, offer more attractive terms and conditions for specialist clinical staff and maintain and grow caseload and income streams.

The ESEVT Visitation was first planned in May 2020 but was postponed to October 2021 in agreement with an ECOVE decision, because of the restrictions to travel linked to the COVID-19 pandemic.

The Visitation has followed the SOP 2019 and the ‘Exceptional Rules for ESEVT Visitations linked to the COVID-19 outbreak’, as adopted by EAEVE ExCom and GA in December 2020. Adjustments made in the learning and study processes due to the exceptional situation of COVID-19 in 2020 and 2021 were explained in an addendum to the SER. One of the experts had to join the Visitation remotely.

Standard 1: Objectives, Organisation and QA Policy

1.1 The VEE must have as its main objective the provision, in agreement with the EU Directives and ESG recommendations, of adequate, ethical, research-based, evidence-based veterinary training that enables the new graduate to perform as a veterinarian capable of entering all commonly recognised branches of the veterinary profession and to be aware of the importance of lifelong learning.

The VEE must develop and follow its mission statement which must embrace all the ESEVT standards.

1.1.1. Findings

The VEE is located in the Garscube campus and includes a commercial farm and a research centre at Cochno. The VEE has approximately 200 staff (academic, research and support) with 90 research students (including clinical scholars) and 700 undergraduate students.

The VEE’s vision is to maintain an educational experience that enables students the opportunity to enjoy a rewarding lifelong career; to conduct high quality research; and to promote knowledge and excellence in veterinary medicine in a milieu that promotes the values of integrity, creativity, equity, diversity, openness and academic freedom and encourage an aspirational and supportive culture where staff and students from around the world want to come to learn, to be inspired, to advance and share knowledge, and be excited by questions and ideas.

The VEE has received a grant from INSPIRE, a UK-wide initiative designed to engage veterinary undergraduates with research. The funding supports the VEE to deliver locally designed activities aimed at informing and exciting the undergraduate BVMS (Bachelor of Veterinary Medicine and Surgery) students about the benefits and potential of a career in research.

The Organization has been completely transformed by a radical renewal of the curriculum; reshaping the departmental structure facilitated the new curriculum by reducing the strength of the “ologies”. Each Division is composed by staff in the different developmental professional tracks.

1.1.2. Comments

The VEE's core mission is in line with the EU Directives, ESG and ESEVT Standards for the training of veterinary professionals and veterinary science graduates and postgraduates.

The Intended Learning Outcomes Investigation and Research/Evidence Based Veterinary Medicine, included since the Foundation Phase, are examples that demonstrate the attention paid by the VEE to a research-based, evidence-based veterinary training. Moreover, the VEE organizational structure, as well as the new Mary Steward building, have been designed as student-centred resources and are the natural stimulus for a cooperative atmosphere among staff and between staff and students, leading to a positive and cooperative learning environment.

Staff in the Research & Teaching track are present only in the Divisions of Veterinary Science & Education and Pathology, Public Health & Disease Investigation and Veterinary Diagnostic Services.

The VEE has had an effective adaptation of the teaching activities to mitigate the restrictions imposed by the COVID-19 pandemic, collecting an impressive number of on-line resources.

1.1.3. Suggestions for improvement

None.

1.1.4. Decision

The VEE is compliant with Substandard 1.1.

1.2 The VEE must be part of a university or a higher education institution providing training recognised as being of an equivalent level and formally recognised as such in the respective country.

The person responsible for the veterinary curriculum and the person(s) responsible for the professional, ethical, and academic affairs of the Veterinary Teaching Hospital (VTH) must hold a veterinary degree.

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

1.2.1. Findings

The VEE is a School within the College of Medical Veterinary and Life Sciences, which is a College of the University of Glasgow. The University of Glasgow is formally recognised and with a long tradition and is the 2020 Times Higher Education (THE) University of the Year. The VEE mission statement is aligned with and supports the University's strategy – Glasgow 2020- a global vision.

The VEE was ranked 1st in the UK for Veterinary Medicine in the Complete University Guide 2020 for the fourth consecutive year.

The organisational structure of the VEE consists of 4 Divisions clearly structured around discipline, plus one Division of Veterinary Science & Education and two support Divisions (for administrative and technical aspects).

The Governance of the VEE is made by many committees, some of them including Student Representation. A 'Who's who' page on the web clearly indicates the name and contact of the Conveners.

The organograms showing the academic management structure of the University, and the VEE's position within it, are clearly depicted in SER Appendices 6.1 and 6.2. Relevant Committee includes student's representative.

The Head of VEE is appointed by the University Court and is a qualified veterinary surgeon. The Head of VEE is ultimately responsible for all aspects of VEE management. The Associate Heads and Conveners lead the strategic developments in the learning and teaching, diversity and inclusion, postgraduate and research areas. The Head of Administration leads the professional services and support staff in the Administration unit and the Undergraduate VEE unit.

The Head of Small Animal Clinical Sciences Division (including the Small Animal Hospital) is a qualified veterinary surgeon.

The VEE Executive is the management decision-making body of the VEE. The academic management of the veterinary programme is a responsibility of the Programme Board-BVMS that includes students. Management of the VEE is a partnership between academic and professional services staff, in addition the VEE employs a number of technical staff who support teaching, clinical activity and laboratories.

1.2.2. Comments

The VEE has a clear and well-defined decision-making process which enables the implementation of its strategic plan.

The role of the Head of the VEE is central and he/she is in charge of many responsibilities, however the division of responsibilities and actions taken to resolve potential problems is clear and the flow of information effective.

1.2.3. Suggestions for improvement

None.

1.2.4. Decision

The VEE is compliant with Substandard 1.2.

1.3 The VEE must have a strategic plan, which includes a SWOT analysis of its current activities, a list of objectives, and an operating plan with a timeframe and indicators for its implementation.

1.3.1. Findings

The vision and strategic goals of the VEE are stated in a clear summary document on the website exactly as reported in the SER. The vision is aligned with the University global vision.

The annual Strategic and Operating Plan is the instrument by which the VEE outlines and justifies future investments in staffing, facilities and equipment. The document includes: a strategic summary, key objectives; a risk register; an analysis of performance against primary and secondary Key Performance Indicators (KPIs); as well as SWOT and PESTEL analyses. Moreover, the primary and secondary KPIs allow the VEE to measure the strategic plan implementation in the daily activities. The document has been designed to link University strategy with that of the VEE and is prepared jointly by the Head of VEE, the Head of VEE Administration and the Senior Financial Analyst for the VEE with input from members of the VEE Executive.

1.3.2. Comments

The objectives and KPIs are a useful method to implement the VEE's strategic operative plan.

1.3.3. Suggestions for improvement

The VEE may reflect on the possibility of including in its strategic plan all the necessary actions to take into account the suggestions and recommendations received from the multiple accreditation programmes to which it is subjected, in order to maintain, more easily, a close monitoring of all relevant aspects (e.g. add ESEVT sub-optimal indicators in the KPI list).

1.3.4. Decision

The VEE is compliant with Substandard 1.3.

1.4 The VEE must have a policy and associated written procedures for the assurance of the quality and standards of its programmes and awards. It must also commit itself explicitly to the development of a culture which recognises the importance of quality, and quality assurance, within their VEE. To achieve this, the VEE must develop and implement a strategy for the continuous enhancement of quality. The development and implementation of the VEE's strategy must include a role for students and other stakeholders, both internal and external, and the strategy must have a formal status and be publicly available.

1.4.1. Findings

The University's arrangements for quality assurance and enhancement are described in the Academic Quality Framework publicly available on the web site. In this context Curricula undergoes Regular, Annual, Periodic and External reviews based on rules and procedures publicly available on the website.

Responsibilities are broken down from the University through the College Quality & Enhancement Officer. The management of QA at the VEE is made at different levels by the interaction of different Committees with the Head of the VEE and the VEE Executives.

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The VEE's Strategic Plan contains the recommendations that are brought forward to the VEE Executive, which meets every month or as necessary. Governance, business management and data quality assurance are the responsibility of the Quality Assurance and Enhancement Committee that promotes the culture of quality and is the principal responsible of data collection and management for accreditation purposes.

The Learning & Teaching Committee revises the programme outcomes and the policies for programme assessment. The focus groups with final year students are used as a tool to obtain feedback on the whole programme. The VEE response and agreed actions are published on the VEE's virtual learning environment within two weeks of the focus group meeting.

Students' inputs are mainly obtained by the Staff Student Liaison Committee composed by student year representatives (elected by the class), the senior officer of student association and relevant members of staff. The committee deal with issues arising from veterinary teaching and training but its remit extends to every aspect of the student experience. The responses of the VEE to the students' feedback are published on the page "You said, we did". The VEE gets an insight into the quality of the student experience also through the multiple online modules feedback and the annual National Student Survey.

Another committee with relevant role in the QA aspects is the Diversity and Inclusion Committee that acts to ensure fairness and equity in all VEE activities monitoring the process at many levels through the implementation of the Athena SWAN Silver Action Plan.

1.4.2. Comments

The University and the VEE have formal policies and procedures for the assurance of the quality that are publicly available. The quality enhancement and assurance are recognized by the VEE as a collective responsibility and, during the on-site interview, all the staff clearly recognize their role in the quality loop.

During the on-site interviews, the students' and stakeholders' role in directing the evolution of the VEE have been clearly evidenced.

1.4.3. Suggestions for improvement

None.

1.4.4. Decision

The VEE is compliant with Substandard 1.4.

1.5 The VEE must provide evidence that it interacts with its stakeholders and the wider society. Such public information must be clear, objective and readily accessible; the information must include up-to-date information about the study programme, views and employment destinations of past students as well as the profile of the current student population.

The VEE's website must mention the ESEVT VEE's status and its last Self Evaluation Report and Visitation Report must be easily available for the public.

1.5.1. Findings

The VEE's website provides public information about the study programme, entry requirement, career prospective, tuition, fees and scholarship. A possibility to chat with students is provided.

The VEE is open to external stakeholder influence, the main stakeholders are the Veterinary VEEs Council (VSC) for the UK, Ireland and Netherlands veterinary VEEs that, together with the RCVS and British Veterinary Association (BVA) is part of the Vet Futures project. The VEE is also directly in contact with the Scottish Government, the local profession and the charity sector. During the on-site visit the role of professionals in student admissions, referring practices and rotation has been clearly evidenced with a particular attention to the feedback obtained after the extramural professional activities and the EPT.

Alumni are consulted through scheduled events.

A complete set of stakeholders is consulted to improve the teaching and advancing the profession in specific moments. A form to obtain stakeholder feedback on modification proposed to the programme is available on the website.

The stakeholders are also informed about the findings from the Periodic Subject Review of the Programme. The 2013 EAEVE Visitation Report is published on the website.

1.5.2. Comments

The VEE interacts with a large set of stakeholders.

The VEE's website mentions the ESEVT VEE's status. The 2013 Visitation Report is published on the accreditation webpage whereas 2020 accreditation Self Evaluation Reports (RCVS/AVMA/AVBC/SAVC and EAEVE) are published on the web within the information for current students.

The stakeholder's consultation in programme approval and modification is efficiently regulated by University's written procedures.

1.5.3. Suggestions for improvement

The VEE may reflect on the opportunity to publish on the website the employment results (employability) of their graduates.

The Self-Evaluation Reports as well as Visitation results should be publicly available and easy to reach, the best option being to have all of them on the "Accreditation" webpage.

1.5.4. Decision

The VEE is compliant with Substandard 1.5.

1.6 The VEE must monitor and periodically review its activities, both quantitative and qualitative, to ensure that they achieve the objectives set for them and respond to the needs of students and society. The VEE must make public how this analysis of information

has been utilised in the further development of its activities and provide evidence as to the involvement of both students and staff in the provision, analysis and implementation of such data.

Any action planned or taken as a result of this data analysis must be communicated to all those concerned.

1.6.1. Findings

The QA monitoring activity is split at least at two main levels, University and VEE.

The main ways by which the University assures the quality of the programmes delivered by Schools is the Periodic Subject Review (PSR); the reviews focus on teaching, learning and assessment and quality enhancement and assurance as well as management, research, and resource issues. Veterinary Medicine last underwent a PSR in February 2019, the next is planned for 2024/2025. The PSR final report and VEE answers are freely available online.

At VEE level an annual review of the veterinary programme was performed in 2018 (the curriculum started in 2013) then is planned every seven years. This covers every aspect of the programme and includes information from student feedback, staff feedback, performance evaluation and external examiner reports.

Reports are considered by the College Learning and Teaching Committee and by the Academic Standards Committee of the University. Findings from the Periodic Subject Review of the Programme are shared with students and stakeholders and published on the intranet.

1.6.2. Comments

The publication of the recommendations of the PSR panel together with the answers and action taken from the VEE, as well as the “You said, we did” page to inform students about the outcome of their feedback are to be considered best practice.

1.6.3. Suggestions for improvement

None.

1.6.4. Decision

The VEE is compliant with Substandard 1.6.

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

1.7.1. Findings

The VEE undergoes external regular reviews through multiple agencies, American Veterinary Medical Association (AVMA) Council on Education, The Royal College of Veterinary Surgeons (RCVS), The Australasian Veterinary Boards Council (AVBC) and the EAEVE.

The ESEVT process has been regular and the SER lists the recommendations and subsequent actions taken since the last EAEVE visit. A timely response is given to each comment.

1.7.2. Comments

The VEE has a mature and robust system of Quality Assurance taking benefit from relevant external reviews including ESEVT. This assures a close monitoring of the different relevant aspects in the Veterinary professional development through a well-established and highly effective quality assurance system.

The ESEVT process is approached with full awareness and, in general, the VEE's QA processes have improved since the last visit.

1.7.3. Suggestions for improvement

None.

1.7.4. Decision

The VEE is compliant with Substandard 1.7.

Standard 2. Finances

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

2.1.1. Findings

The Head of VEE and Head of Administration receive a monthly statement on the VEE's financial position through an Income and Expenditure (I&E) report. This shows the financial position of the University, College and School and it is a tool for monitoring income, and spend. The university receives an annual block grant for teaching and research from the Scottish Funding Council (SFC) and follows the SFC funding formula to pass this income to Colleges and Schools/Institutes.

The teaching element of the grant (T-grant) is based on student numbers, which are controlled by the SFC and the band level for student funding.

The research element of the grant is based on the quality and volume of research as determined by the rating in the last UK-wide Research Excellence Framework (REF), which replaced the Research Assessment Exercise (RAE).

A positive balance between expenditures and revenues in academic year (AY) 2019 was obtained.

2.1.2. Comments

The financial planning of the VEE is closely linked to strategic objectives and in line to the University, the College and the VEE's mission and goals.

2.1.3. Suggestions for improvement

None.

2.1.4. Decision

The VEE is compliant with Substandard 2.1.

2.2 Clinical and field services must function as instructional resources. Instructional integrity of these resources must take priority over financial self-sufficiency of clinical services operations.

The VEE must have sufficient autonomy in order to use the resources to implement its strategic plan and to meet the ESEVT Standards.

2.2.1. Findings

The University is confronted by the general reduction in public authority funding. Consequently, the VEE has tried to expand its funding with strong international recruitment and investment in Clinical Services. As reported on page 12 of the SER, from 2015 through to 2019 hospital income has risen by 31% (£6.7 million to £9.1 million) corresponding to an average rise of over 6% year on year.

2.2.2. Comments

Besides the reduction of revenues from public authorities in AY2019, the donations have increased in this year which helped to mitigate the expenditures.

2.2.3. Suggestions for improvement

None.

2.2.4. Decision

The VEE is compliant with Substandard 2.2.

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

2.3.1. Findings

On page 13 of the SER it is referred that the VEE frequently reviews its revenue generation capabilities and accordingly has plans to launch an equine first opinion service, which it has now done.

The possibility of changing the structure of the Clinical Services was also explored.

2.3.2. Comments

The resources are regularly reviewed.

2.3.3. Suggestions for improvement

None.

2.3.4. Decision

The VEE is compliant with Substandard 2.3.

Standard 3. Curriculum

3.1 The curriculum must be designed, resourced and managed to ensure all graduates have achieved the graduate attributes expected to be fully compliant with the EU Directive 2005/36/EC (as amended by directive 2013/55/EU) and its Annex V.4.1. The curriculum must include the subjects (input) and must allow the acquisition of the Day One Competences (output) listed in Annex 2. This concerns Basic Sciences, Clinical Sciences in companion animals (including equine and exotic pets), Clinical Sciences in food-producing animals (including Animal Production and Herd Health Management), Food Safety and Quality, and Professional Knowledge.

3.1.1. General findings

3.1.1.1. Findings

In the SER, the VEE declares explicitly that the curriculum is designed, resourced and managed to ensure that all graduates have achieved the graduate attributes expected to be fully compliant with the EU Directive 2005/36/EC (as amended by directive 2013/55/EU) and its Annex V.4.1.

The BVMS programme has 3 Phases: Foundation (BVMS1 & BVMS2), Clinical (BVMS3 & BVMS4) and Professional (BVMS5). In both Foundation and Clinical Phases authentic scenarios and cases form the basis for integrating clinical and scientific perspectives of Veterinary practice. In the Professional Phase students work alongside clinicians as part of the clinical team.

The **Foundation Phase** aims to provide a firm foundation in the knowledge and skills required for further clinical study, integrating concepts of structure and function, health and disease, in contexts which emphasise the clinical and societal applications of this knowledge and encourage the development of skills for lifelong learning. The aim of the **Clinical Phase** is to build on the Foundation Phase and to provide a broad training in key elements of veterinary professional practice, with a focus on common and important problems and presentations encountered in veterinary work. The aim of the **Professional Phase** is to develop the competencies required to enter the Profession as a new graduate, whilst recognising that individual aspirations and interests will vary. The emphasis is on experiential learning, developing autonomous learners who can continue to monitor and maintain their professional competency throughout their careers.

Teaching of basic subjects is embedded within the integrated structure of the Foundation Phase and is revisited, reinforced and developed as students progress through the programme. Animal Production concepts are delivered throughout the BVMS curriculum. In the Foundation Phase of the programme, the focus is on learning the principles of dairy, beef, sheep, poultry and pig production. Animal production principles of more niche areas such as aquaculture are also introduced. Animal production concepts include overviews of the agro-economics of each of the animal production, animal handling; feedstuffs and the principles of animal nutrition; breeding

and genetics; herd and flock health management; and the principles of production animal welfare in relation to animal research, animal health and the veterinary profession. Within the Foundation Phase the curriculum introduces the major production diseases and infectious agents affecting production animals, coupled with the principles of epidemiological approaches that are used to diagnose, monitor and control diseases in production animals and their populations. The significance of animal production from a public health perspective, e.g. via zoonotic diseases, is also introduced during the Foundation Phase, incorporating the legislative and industry frameworks that are in place relating to food products, hygiene and animal welfare.

As students progress through the programme, the animal handling skills which are acquired in the Foundation Phase, reinforced with External Mural Studies (EMS) and assessed through Foundation Phase Direct Observation of Procedural Skills (DOPS), are routinely used within practicals in the Clinical Phase and BVMS5 rotations. The impact of nutrition and disease on these targets is explored, within the context of the production system both at the individual and the herd/flock level.

Clinical subjects include the pathogenesis and diagnosis of disease, diagnostic imaging, medicine, therapeutics, surgery, anaesthesia, emergency and critical care, and underpinning legislation and are reinforced by clinical examination, surgical and diagnostic practical skills, with basic skills and concepts already introduced in the Foundation Phase.

Veterinary Public Health (VPH) is a cross-cutting theme that expands across the Foundation, Clinical and Professional Phase modules. VPH teaching is embedded across the curriculum to enable the students to become skilled diagnosticians for acute and chronic diseases of animals that may affect the owners and families and the surrounding communities. During their training in public health, veterinary undergraduates acquire knowledge and understanding of areas such as legislation, food security and food technology (including food hygiene and food safety), policy development, politics, inspection and auditing, law enforcement, socioeconomics, and religious and cultural traditions. Students are trained in the epidemiology and control of the major endemic and exotic notifiable diseases which affect or pose a risk to the national and international agri-food economy, trade capabilities and human health.

Food Safety and Hygiene of Foods of Animal Origin is covered by a dedicated module at the end of BVMS3, which is complemented by a series of rotating practicals in the post-mortem facility to examine and discuss production animal organs collected from abattoirs, and the use of virtual reality tools in BVMS4. The students culminate their learning experience in a 2-week VPH rotation in BVMS5 during which they will undertake 2 visits to food premises (including at least one abattoir). They perform an audit report and present findings, conduct an outbreak investigation, review notifiable diseases lead by a visiting state veterinarian, conduct practical ante/post-mortem inspections and interpret Food Chain Information, produce learning resources for subsequent years in relevant parasitic zoonotic diseases, and revise and demonstrate the use of mechanical stunning methods in order to ensure the best welfare at slaughter possible.

Teaching of preventative medicine is embedded through the programme and is addressed in both companion and production animals. Important disease specific aspects of preventative medicine supported by research findings are addressed in the Foundation Phase and developed further when diseases are taught in the Clinical and Professional Phases.

3.1.1.2. Comments

The description of the curriculum in the SER is extensive, not always following the ESEVT SOP template. Although the general philosophy of the “spiral curriculum” can be understood from this description as well as from Appendix 2, more information was needed for a correct understanding and interpretation of its implementation. This information was obtained in the form of three documents (Expansion EAEVE Tag-Type Spreadsheet 211007.xlsx; BVMS Curriculum Digest; FSQ Pivot Table) before the Visitation and further information on the Curriculum mapping was obtained during the onsite Visitation. In addition, based on onsite discussions, the visiting Team was provided with an update of Indicators 4 and 7, which in the original SER were below the minimum values defined by the EAEVE SOP. Having reviewed the data, the VEE has identified an omission of the BVMS5 core online rotation activities which had not been included – these constitute 120 hours on practical (non-clinical) training. In addition, having reviewed the EAEVE rubric requirements for this element they have included two additional categories of timetabled core activities: (1) Problem based learning (32 hours) – this category of activity had been omitted from original data set but it is believed to meet the criteria: core content, clinical case studies, work on documents and idea formulation without the handling of animals. (2) Unsupervised self-learning (139 hours) - this category of activity had been omitted from the original data set but it is believed to meet the criteria: timetabled, core curriculum content delivered as structured activity with engagement and completion monitored by course staff with summative assessment. An amended copy of the relevant curriculum mapping data table (EAEVE data V9.xlsx) within the virtual base room was provided. Similarly, for I 7, the 16 hours representing extra mural visits to abattoirs, food production premises and markets which occur during the BVMS5 core rotation are complemented by a further 16 hours of experience using a bespoke virtual abattoir.

Based on all this information, the following conclusions could be made.

The curriculum is a modular type of curriculum typical for Great Britain with some differences compared to the most common type of traditional European curriculum. It is a competency-oriented integrative curriculum, based on well-defined learning outcomes, Day One Competences and on an elaborated and established system of student assessment. Its general philosophy “knowledge-skills-thinking-competences” is logical, and the curriculum as a whole is quite comprehensive. This is a good example of a modern curriculum.

Based on additional information provided, all EU subjects are covered, although not always under names corresponding to the EU Directive and with low numbers of hours for some subjects, especially those from the Foundation phase. The curriculum mapping shows that the subjects with low numbers of hours assigned are in fact taught in several modules throughout the spiral curriculum, where theoretical knowledge is presented in a practical context. As learning outcomes and competences have been well defined and the methods of their assessment were described in detail, it is the understanding of the Team that graduates can acquire competences in all EU-listed subjects and that low numbers of hours are fully compensated within this competency-oriented curriculum and reflected in assessed competences.

One (reasonable) part of the curriculum is elective. No optional subjects are offered in years 1-4 but electives are offered in year 5, which is also mentioned as an opportunity for the VEE, especially in the international context.

Based on two Addenda (2020 and 2021) to the SER, the VEE coped well with the challenges posed by the COVID-19 pandemics and resulting restrictions. An individual approach resulting in the definition of personal learning objectives is appreciated.

3.1.1.3. Suggestions for improvement

None.

3.1.1.4. Decision

The VEE is compliant with Substandard 3.1.1.

3.1.2. Basic Sciences

3.1.2.1. Findings

Teaching of basic subjects, including traditional elements such as anatomy, physiology, biomolecular sciences, pharmacology, toxicology, pathology, microbiology and parasitology, alongside applied subjects such as scientific methodology, epidemiology and biostatistics, is embedded within the integrated structure of the Foundation Phase and is revisited, reinforced and developed as students' progress through the programme. The significance of animal production from a public health perspective is also introduced during the Foundation Phase. A wide range of teaching methods are employed utilising traditional didactic teaching in lectures; online/active learning approaches supported by videos, quizzes, e-tutorials, practical and clinical skills teaching etc.

3.1.2.2. Comments

All basic subjects and basic sciences required by the EU directive are covered. Various teaching methods are used.

As pointed out in 3.1.1, the integrative character of the curriculum fully oriented on learning outcomes and combined with secondary VEE knowledge assessed during admission exams, students are expected to acquire basic knowledge in the basic subjects with low numbers of hours of direct teaching. The fact that basic theoretical knowledge is also presented as part of practically oriented modules may be considered as an advantage of the integrative spiral curriculum. A well-functioning system of student assessment oriented to learning outcomes and especially to Day One skills ensures that the lack of direct teaching hours is well compensated throughout the curriculum.

The proportion between theoretical and practical teaching in the Foundation phase still can be improved, especially in preclinical subjects (Toxicology, Immunology, Microbiology, Parasitology, Epidemiology).

3.1.2.3. Suggestions for improvement

The VEE could re-evaluate the proportion between theoretical teaching (lectures) and different forms of practical teaching.

3.1.2.4. Decision

The VEE is compliant with Substandard 3.1.2.

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

3.1.3.1. Findings

The BVMS programme has 3 Phases; Foundation (BVMS1 & BVMS2), Clinical (BVMS3 & BVMS4) and Professional (BVMS5). The clinical sciences consist of a total of 2358 hours of which 757 are clinical animal work. Clinical skills and professionalism are integrated into every year of the BVMS programme.

In the Foundation Phase (1st and 2nd year) students start fundamental animal handling techniques. Furthermore skills such as suturing, communication skills, history taking, clinical examination and clinical reasoning are taught. This is approx. 40 hours per student. Each year consists of two semesters with six compulsory modules in each. The aims are to give the students a firm foundation in knowledge and skills for further clinical study, integrating concepts of structure and function, health and disease in contexts. The purpose is among others the development of skills for lifelong learning.

In the Clinical Phase (3rd and 4th year) the students further develop their clinical skills. This also consists of two semesters and with seven compulsory modules in each. The Foundation Phase and the Professional Phase have lectures and practical work. This phase builds on the Foundation Phase providing a broad training in key elements of veterinary professional practice, with a focus on common and important problems and presentations encountered in veterinary work. All modules are well-described and have a timetable.

The Professional Phase (5th year) is a full year of practical work and consists of 6 core rotations and two selective rotations. In this phase learning and teaching are delivered primarily in the professional environment as the Small Animal Hospital (SAH), Equine Hospital (EH) and Production animal.

There are no lectures and the primary emphasis is on small-group involvement in clinical activity, covering the common species of domestic animals. During this time students are involved in all aspects of the work in the hospitals. Core rotations are based around 12 students per block. The students take part in OOH services at both hospitals. The rotations are 4 weeks in each area in small group size with typically 3 students per week.

At the selective courses the number of students is around 6-8 students per block. In the clinical environment the groups will often be subdivided into groups of 3 students per week.

There are 6 core rotations and two selective rotations (SER table 3.1.3). From the selective courses the students choose two from the electives.

The clinical EMS consist of a broad range of areas. The placements for EMS are checked for meeting the EMS criteria. EMS has to be completed during the 5 years of BVMS students. It consists of 12 weeks preclinical and 26 weeks clinical (SER table 3.5.1).

3.1.3.2. Comments

The curriculum seems well organised with focus on early hands-on training on live animals. Though the number of exotic cases is low, the students do have lectures in relation to exotics and before the pandemic saw cases at the Edinburgh VEE. The School has established a new partner to increase exposure to exotics.

All modules throughout the education have a well described timetable with all elements.

3.1.3.3. Suggestions for improvement

It is suggested to:

-) enhance the numbers of exotic patients for the clinical training;

-) continue to search for a cardiologist.

3.1.3.4 Decision

The VEE is compliant with Substandard 3.1.3.

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

3.1.4.1. Findings

Clinical Sciences in food-producing animals are inherently integrated into the spiral curriculum scheme. Therefore, Animal Production, Clinical Sciences in food-producing animals, and Herd Health Management concepts are provided throughout the whole curriculum and are divided between different modules. Specific topics and lectures duration can be found by mapping the curriculum.

Theoretical and practical teaching starts early in the first year and continues to graduation. Except theoretical aspects curriculum includes animal handling and production animals pre-clinical External Practical Training/Extra-Mural Studies (EPT/EMS) spent on animal husbandry-related placements (dairy and sheep). Production Animal Practical rotations are primarily “clinical animal work” supported by tutorials, seminars, and supervised self-learning. Rotations include ambulatory clinics – Production Animal Primary Care and Herd Health Management.

Several electives contributing to Clinical Sciences in food-producing animals’ aspect are available.

3.1.4.2. Comments

Practical and clinical training in ruminants is outstanding.

Practical and clinical training in pigs and poultry is suboptimal. Consequently, the number of healthy animals and cadavers is suboptimal. The number of herds visits and clinical cases of pigs, poultry seen intra and extra-murally are low.

However, it is partially compensated by:

- outstanding theoretical, practical and clinical teaching in cattle and small ruminants, including Herd Health Management;
- excellent theoretical teaching in pigs and poultry;
- lectures provided by pigs and poultry practitioners.

3.1.4.3. Suggestions for improvement

It is suggested to develop a strategy to enhance the practical training in pigs.

3.1.4.4. Decision

The VEE is partially compliant with Substandard 3.1.4 because of suboptimal practical training in pigs.

3.1.5. Food Safety and Quality

3.1.5.1. Findings

According to SER table 3.1.2., there is a total of 472 hours taken by each student in the area of Food Safety and Quality, Veterinary Public Health and One Health Concept, which are divided

into 371 lectures, 26 of seminars, 5 laboratory/desk based practical, 24 non-clinical animal work, 26 clinical animal work and 8 of other. The curricular hours taken by EU-listed 2 subjects are 143 for Veterinary legislation including official controls and regulatory veterinary services, forensic veterinary medicine and certification, 51 for Control of food, feed and animal by-products, 159 for zoonoses, 88 for food hygiene and food microbiology and 21 for food technology.

Practical rotations under academic staff supervision (excluding EPT) in the field of FSQ and VPH were performed during 2 weeks of the “Core skills in Public Health & Pathology” rotation in BVMS5. The students performed visits to food premises (including slaughterhouses) for achievement of Day 1 Competences in these relevant areas. The visits occur in small groups of up to 6 students per group, accompanied by one of the members of VPH faculty (three staff). A second visit during the VPH BVMS5 rotation involves visiting one of a range of food premises related to food processing. The students also have access to the Virtual Abattoir to support their learning experience. Virtual Abattoir is available for sheep, poultry, pig, cattle, and venison and it replicates the physical tour of an abattoir on a smart device, namely a tablet, laptop or phone. The structured tours are complemented by a guided discussion over the points made during the "visit" in a tutorial format. A 2D learning tool replicates a real tour through the slaughterhouse in sequence steps from the animal arrival point to the chillers and displays information in a variety of formats. A 3D experience through the Oculus Quest headset following the same steps that have been previously explored in 2D was also available for all the students. All 2020-21 students visited at least 2 premises (sheep and poultry).

In contrast to the presented in the Table of ESEVT Indicators for I7 calculated from raw data, the real number of hours of extra-mural practical training in FSQ & VPH are not 16.00, but 32.00 hours.

3.1.5.2. Comments

The information about the number of hours dedicated to the FSQ and VPH subjects were obtained in the form of two documents (3.1.5. - Curriculum digest FSQ and Public Health.docx; 3.1.5. - FSQ Pivot Table V3.xlsx) before the Visitation and further information was obtained during the onsite Visitation. According to the information of the VEE “all the students received a brief egg classification and quality assurance schemes discussion as part of the 4th year practical sessions (x3) along with milk, butter, and meat products/preparations”.

The Virtual Abattoir constitutes an excellent opportunity of learning and a first approach in a virtual way that allow students from 3rd year (start with sheep and poultry) to contact and experience a “visit” to slaughterhouses before those visits performed in the last year.

3.1.5.3. Suggestions for improvement

The practical classes should be extended to canteens to allow students to know the standard procedures performed during an audit of a food establishment and to evaluate the good hygienic practices (GHP) and good manufacturing practices (GMF). The visits to fish markets should be extended to all students to perform an organoleptic inspection of some specimens and to evaluate the GHP.

3.1.5.4. Decision

The VEE is compliant with Substandard 3.1.5.

3.1.6. Professional Knowledge

3.1.6.1. Findings

Professional ethics and communication take place in the curriculum. 126 Hours are scheduled. The 5th year of the curriculum is called “professional phase”. Students are using a portfolio, which allows to check the assessment of skills required to work as a veterinarian.

At the beginning of this year takes place a “Professional Induction Week” offering the opportunity of better understanding the various careers.

The 26 weeks of EPT, and the choice of an EMS placement is also a part of the teaching of “professional knowledge”.

3.1.6.2. Comments

The VEE must be commended for its teaching of professional knowledge.

3.1.6.3. Suggestions for improvement

None.

3.1.6.4 Decision

The VEE is compliant with Substandard 3.1.6.

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

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

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

3.2.1. Findings

A formal description of the content of the unit of study and detail of the associated learning outcomes is available to staff and students on the Moodle/Virtual Learning Environment page, and for each module and rotation in the module book. Intended Learning Outcomes – ILOs (year level and teaching event specific) are provided for each teaching event on Moodle.

A number of approaches to develop an academic environment conducive to learning and encourage both self-learning and lifelong learning across the programme were developed. They include the spiral curriculum“, allowing to build up progressively students’ competences, early clinical skills introduction, active learning, clinical reasoning as well as feedback collection throughout the programme. Students are prepared for team-based activities in the early years. The VEE declares to provide extensive academic and pastoral support to students to promote an academic environment conducive to learning.

A system to scrutinise quality based on the University's enhancement-led approach to teaching and learning has been implemented at the University Level as well as at the School & College level QA (See Standard 1).

3.2.2. Comments

Learning outcomes and their assessment have been defined and communicated. They correspond to ESEVT D1Cs. Active learning and self-reflection are stimulated in particular by the e-learning activities and the portfolio compilation.

QA approaches operate both at the University as well as at the VEE level.

3.2.3. Suggestions for improvement

None

3.2.4. Decision

The VEE is compliant with Substandard 3.2.

3.3 Programme learning outcomes must:

- **ensure the effective alignment of all content, teaching, learning and assessment activities of the degree programme to form a cohesive framework**
- **include a description of Day One Competences**
- **form the basis for explicit statements of the objectives and learning outcomes of individual units of study**
- **be communicated to staff and students**
- **be regularly reviewed, managed and updated to ensure they remain relevant, adequate and are effectively achieved.**

3.3.1. Findings

The alignment of ILOs with the programme learning outcomes and the ESEVT Day One Competences (D1C) are detailed in a Curriculum map. The detailed Phase, Year and teaching event ILOs map to the overall programme aims as described in the subchapter 3.2 of the SER. Selected assessment tools to demonstrate attainment of ILOs and therefore Day 1 competences have been aligned in Standard 8.

Personal Learning Objectives were defined for students as a reaction to COVID-19 restrictions.

3.3.2. Comments

The programme is coherent in terms of all content, teaching, learning and assessment activities.

The reaction of the VEE during the COVID-19 pandemic as described in Addendum 1 and 2 is realistic and appropriate.

3.3.3. Suggestions for improvement

None.

3.3.4. Decision

The VEE is compliant with Substandard 3.3.

3.4 The VEE must have a formally constituted committee structure (which includes effective student representation), with clear and empowered reporting lines, to oversee and manage the curriculum and its delivery. The committee(s) must:

- **determine the pedagogical basis, design, delivery methods and assessment methods of the curriculum**
- **oversee QA of the curriculum, particularly gathering, evaluating, making change and responding to feedback from stakeholders, peer reviewers and external assessors, and data from examination/assessment outcomes**
- **perform on going and periodic review of the curriculum at least every seven years by involving staff, students and stakeholders; these reviews must lead to continuous improvement. Any action taken or planned as a result of such a review must be communicated to all those concerned**
- **identify and meet training needs for all types of staff, maintaining and enhancing their competence for the ongoing curriculum development.**

3.4.1. Findings

The committee responsible for the management and delivery of the curriculum (including ILOs) is the BVMS Programme Board. The Programme Board consists of the Programme Director, Deputy Programme Director, Phase Leaders, Course Leaders, Veterinary Educationalist, EMS Coordinator, Veterinary Learning Technologist, Clinical Skills Coordinator, NAVLE Coordinator, Head of VEE (ex officio), Undergraduate VEE Manager, Admissions & Student Services Manager, Administrative Assistant (Clerk) and Student Representatives elected by each class. The BVMS Programme Board reports to the VEE Learning and Teaching committee and, through Phase/Course/ Activity leaders and student representatives to the wider staff, students and stakeholders. Changes are implemented by relevant course and phase teams and updates reported to the Programme Board and disseminated via the Staff Student liaison committee.

The remit and responsibilities of this board are:

- the maintenance, monitoring and enhancement of academic standards
- the maintenance of the quality of the student experience
- to organise and deliver the programme in the light of the strategic aims of the VEE as determined by the VEE Learning and Teaching Committee
- to consider the taught programme in relation to the accreditation processes of EAEVE, RCVS and AVMA
- to manage the programme content in the light of the budgetary and staffing opportunities. The VEE has put in place its own cycle for reviewing the veterinary programme. Following the roll out of the new curriculum from 2013 the VEE carried out its first review of the programme in 2018. Subsequent reviews will be carried out every seven years.

3.4.2. Comments

The process of evaluating and improving the curriculum and its delivery involves two levels: the BVMS Programme Board and the VEE Learning and Teaching committee; it fulfils the

roles required by Standard 3. Two major reviews are carried out every 6 or 7 years, the University level periodic subject review and the School's programme review, whilst minor revisions, based on QA feedback, are a continuing process.

The structure of the BVMS Programme Board looks rather complicated, which raises questions about its efficiency.

External stakeholders take part in the process of designing and cyclically evaluating the curriculum as defined by the QA system rules implemented in the University and the VEE (see Standard 1).

3.4.3. Suggestions for improvement

None.

3.4.4. Decision

The VEE is compliant with Substandard 3.4.

3.5 External Practical Training (EPT) is compulsory training activities organised outside the VEE, the student being under the direct supervision of a non-academic person (e.g. a practitioner). EPT cannot replace the core intramural training nor the extramural training under the close supervision of academic staff (e.g. ambulatory clinics, herd health management, practical training in FSQ and VPH).

Since the veterinary degree is a professional qualification with Day One Competences, EPT must complement and strengthen the academic education inter alia by enhancing student's professional knowledge.

3.5.1. Findings

Extra mural studies including external practical training take place all along the curriculum. They are divided in two parts:

- Preclinical EMS: 12 Weeks focused on husbandry related placements. Two weeks are compulsory in each following species: dairy, equine and sheep. It is highly recommended to gain experience in caving or lambing, the Cochno farm offers opportunities for this topic.
- Clinical EMS: 26 weeks. Students are free to spend their times on various types. It is highly recommended to choose a "base practice".

3.5.2. Comments

The EPT is complementary to clinical training under academic supervision.

3.5.3. Suggestions for improvement

None.

3.5.4. Decision

The VEE is compliant with Substandard 3.5.

3.6 The EPT providers must have an agreement with the VEE and the student (in order to state their respective rights and duties, including insurance matters), provide a

standardised evaluation of the performance of the student during their EPT and be allowed to provide feedback to the VEE on the EPT programme.

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

3.6.1. Findings

The process of EPT/EMS goes through the student experience log provided by the RCVS.

Biosafety and Biosecurity SOP are repeated at the beginning of each period.

Learning objectives are chosen by students, helped by staff.

Students have access to a School database of EMS providers and in future will have access to the RCVS database of EMS providers, which allows them to profile their search through filters (Country, region, species, etc.).

The database includes information and feedback on providers and tutors.

A health and safety form is checked by the administrator before the period.

The VEE joins the others UK vet schools during an annual meeting to harmonise as much as possible policy and practice.

3.6.2. Comments

The contact with EPT providers is well organized and formalized.

3.6.3. Suggestions for improvement

None.

3.6.4. Decision

The VEE is compliant with Substandard 3.6.

3.7 Students must take responsibility for their own learning during EPT. This includes preparing properly before each placement, keeping a proper record of their experience during EPT by using a logbook provided by the VEE and evaluating the EPT. Students must be allowed to complain officially and/or anonymously about issues occurring during EPT. The VEE must have a system of QA to monitor the implementation, progress and then feedback within the EPT activities.

3.7.1. Findings

The Student Adviser is a member of the academic staff, helped by a full-time administrator from the university staff.

The providers are also informed of the feedbacks.

Before the epidemic, the VEE used to organise an annual meeting with the EMS providers.

3.7.2. Comments

Extra mural studies are under clear supervision of the VEE.

3.7.3. Suggestions for improvement

More Providers in Public Health and food safety could be necessary.

3.7.4. Decision

The VEE is compliant with Substandard 3.7.

Standard 4. Facilities and equipment

4.1 All aspects of the physical facilities must provide an environment conducive to learning, including internet access. The veterinary VEE must have a clear strategy and programme for maintaining and upgrading its buildings and equipment. Facilities must comply with all relevant legislation including health, safety, biosecurity, accessibility to people with reduced mobility, and EU animal welfare and care standards.

4.1.1. Findings

The VEE is located on the University's Garscube Campus and it is a major part of the College of Medical, Veterinary and Life Sciences (MVLS). It is co-located with other institutes and centres of the College of MVLS. Garscube Campus also houses the University's principal sporting facilities as well as the Wolfson Hall of Residence, which traditionally accommodates veterinary students in their early years of study.

All veterinary teaching and the majority of clinical activities are delivered on Garscube campus. Five miles away the University's Cochno Farm & Research Centre are situated, which is also used for veterinary teaching. The students do also have access to the main University campus at Gilmorehill (3 miles), where they can utilise the University's substantial library collection in addition to James Herriot library, situated on Garscube Campus. At Gilmorehill the students can access wider provisions for sports, social activities, student support, student services and counselling services.

The Campus also has 3 residential houses and one for interns on duty.

The buildings are owned by the University of Glasgow. The maintaining of the buildings is managed by the University's Estates and Commercial Services department.

Overall the University's **Safety and Environmental Protection Service** (SEPS) has a role in supporting the VEE and providing overall policies that comply with UK and European legislation in relation to biosecurity, health and safety.

The Campus does have several computer clusters, internet café etc.

The different buildings have accessibility for people with reduced mobility.

4.1.2. Comments

The VEE operates a large and well-maintained main campus and cooperates with several off-campus sites in teaching.

Accessibility to people with reduced mobility is improving and is handled individually.

4.1.3. Suggestions for improvement

None.

4.1.4. Decision

The VEE is compliant with Substandard 4.1.

4.2 Lecture theatres, teaching laboratories, tutorial rooms, clinical facilities and other teaching spaces must be adequate in number, size and equipped for the instructional purposes and must be well maintained. The facilities must be adapted for the number of

students enrolled. Students must have ready access to adequate and sufficient study, self-learning, recreation, locker, sanitary and food service facilities.

Offices, teaching preparation and research laboratories must be sufficient for the needs of the academic and support staff.

4.2.1. Findings

The University has a substantial number of lecture halls, laboratories, self-learning and seminar rooms. It has two principal lecture theatres with capacity for a full year group. Furthermore a substantial number of lecture halls with capacity of smaller groups, laboratories, self-learning and seminar rooms.

The Mary Stewart building opened in 2016 and contains several functions. The students have here access to a café with space for up to 400 and social facilities. These are opened during normal working and study hours (08:30-14:30 Monday – Friday). The recreational space can be used out of hours (08:00-23:00 7 days). There is a vending machine for coffee etc. for out-of-hour service. The James Herriot Library is also situated in this building.

The McCall building contains offices for administration and staff. Furthermore, the different clinics have staff offices.

Jarrett Building contains one lecture theatre; two teaching laboratories; the diagnostic support laboratory; the animal dissection room; reptile teaching accommodation; microscopy facility; research laboratories; and staff offices.

Lockers are available all over the campus. Additional lockers are also provided for each student in most clinical areas. Throughout the campus there are sanitary facilities including showering facilities in most buildings.

Showers and changing facilities are in the different hospitals. Furthermore lockers are in different areas.

4.2.2. Comments

The teaching facilities are adequate in number, size and well equipped for the instructional purpose.

The students have ready access to recreation area, food service facilities etc.

4.2.3. Suggestions for improvement

None.

4.2.4. Decision

The VEE is compliant with Substandard 4.2.

4.3 The livestock facilities, animal housing, core clinical teaching facilities and equipment used by the VEE for teaching purposes must:

- **be sufficient in capacity and adapted for the number of students enrolled in order to allow safe hands-on training for all students**
- **be of a high standard, well maintained and fit for the purpose**
- **promote best husbandry, welfare and management practices**

- **ensure relevant biosecurity and bio-containment**
- **be designed to enhance learning.**

4.3.1. Findings

The VEE has sufficient space for teaching on all major animal species. Furthermore, isolation and quarantine facilities are in place. Production animals are never returned to the farm of origin due to biosecurity risk except animals, which are kept in isolation facilities. The animals not returned will become healthy teaching animals.

The isolation facilities for large animal are in place as for the small animals.

The VEE owns small mammals, cats, reptiles, cattle, sheep, pigs, chickens, goats and horses for teaching purposes.

At the Cochno farm and Research centre most of the healthy animals are housed. This includes cattle, sheep, horses and poultry. The Centre is situated 5 miles away from main campus.

Research animals can also be located at the Glasgow Equine Hospital (EH) and Small Animal Hospital (SAH). The VEE does also have reptile and small mammal facilities.

Research with small laboratory animals takes place at the Garscube and Gilmorehill campuses.

The SAH has 12 wards overall: 1 ICU, 1 HDU, 4 main dog wards, 1 cat ward, a mixed day care ward, and exotic animal ward and isolations ward. Furthermore, SAH has 14 consulting rooms and 4 operating theatres. SAH also contains a Wellness Centre and oncology suite.

The Equine Hospital contains 3 examination rooms, and rooms containing the different diagnostic modalities (scintigraphy, MRI, X-ray). Furthermore, 2 operating rooms with adjacent preparation room and recovery room. 20 hospital boxes are situated in the James Armour Stable blocks. The large animal isolation has isolation facilities for both equine and production animal species.

The VEE has a new equine primary care practice, which will operate out of the EH but is resourced by primary care clinicians.

The VEE also maintains stable facilities for adult cattle and small ruminants. There is a separate area for pigs.

All facilities contain several seminar rooms, laboratories and PC computer rooms.

4.3.2. Comments

The stable facilities across campus and research centre are appropriate and well-balanced between the different species.

4.3.3. Suggestions

None.

4.3.4. Decision

The VEE is compliant with Substandard 4.3.

4.4 Core clinical teaching facilities must be provided in a veterinary teaching hospital (VTH) with 24/7 emergency services at least for companion animals and equines. Within the VTH, the VEE must unequivocally demonstrate that standard of education and

clinical research are compliant with all ESEVT Standards, e.g. research-based and evidence-based clinical training supervised by academic staff trained to teach and to assess, availability for staff and students of facilities and patients for performing clinical research and relevant QA procedures.

For ruminants, on-call service must be available if emergency services do not exist for those species in a VTH.

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

The VTH and any hospitals, practices and facilities (including EPT) which are involved with the curriculum must meet the relevant national Practice Standards.

4.4.1. Findings

The VEE contains a VTH for companion animals and equines. The main clinics are species-specific and are mostly referral clinics. Both hospitals provide 24/7 referral services. The out-of-hours emergency service is run as a separate service by a different team of clinicians at SAH. At the EH the emergency is run by academics from medicine and surgery and training veterinarians. Final year students rotate through both EH and SAH.

The new equine practice have students from the core rotation one week in a rotation.

The students take part in the out-of-hours service as a part of their rotations at both SAH and EH.

The equipment at the different units is at a high level and for small animals among others covering: general surgery, dentistry, radiography, ultrasound, CT, MRI, laparoscopy, arthroscopy, endoscopy, oncology, surgical microscopy, ophthalmology, physiotherapy and rehabilitation centre. The EH contains radiographs, ultrasonography, scintigraphy and MRI.

The Galloway building is the farm animal facility and consists of donated cases from farms close by. The clinic is staffed by one clinician, one intern/resident and 6-7 final year veterinary students. Final year students are on call only when the Core Production Animal rotation is running. The centre contains two large calving simulators and rectal simulator models.

All facilities, including laboratories, dissecting and autopsy halls, are equipped with relevant safety information, escape routes and emergency exit signs, in compliance with general hygiene rules. In addition, hand washing, hand and disinfection facilities, showering facilities, first aid kits, emergency eye washing stations and fire extinguishers are standard equipment.

4.4.2. Comments

The VEE has the possibility to give the students access to a broad range of species and a broad range of diagnostic and therapeutic facilities throughout the year and 24/7.

All facilities, including laboratories, dissecting and autopsy halls, are equipped with relevant safety information, escape routes and emergency exit signs, in compliance with general hygiene rules. In addition, hand washing, hand and disinfection facilities, showering facilities, first aid kits, emergency eye washing stations and fire extinguishers are standard equipment.

4.4.3. Suggestions for improvement

None.

4.4.4. Decision

The VEE is compliant with Substandard 4.4.

4.5 The VEE must ensure that students have access to a broad range of diagnostic and therapeutic facilities, including but not limited to: diagnostic imaging, anaesthesia, clinical pathology, intensive/critical care, surgeries and treatment facilities, ambulatory services, pharmacy and necropsy facilities.

4.5.1. Findings

The students have access to laboratory analytical and diagnostic services through the clinical units (diagnostic imaging, anaesthesia etc.), Clinical Pathology Platform, and a number of non-clinical institutes. A comprehensive array of services is provided by experts in haematology, clinical biochemistry, cytology, histology, immunohistochemistry, microbiology, parasitology, endocrinology, serology and post-mortem examination.

The students have the access via keycode or electronic university student card.

4.5.2. Comments

The facilities are appropriate for implementing the study programme and learning outcomes.

4.5.3. Suggestions for improvement

None.

4.5.4. Decision

The VEE is compliant with Substandard 4.5.

4.6 Appropriate isolation facilities must be provided to meet the need for the isolation and containment of animals with communicable diseases. Such isolation facilities must be properly constructed, ventilated, maintained and operated to provide for animal care and for prevention of spread of infectious agents. They must be adapted to all animal species commonly handled in the VTH.

4.6.1. Findings

The large animal isolation facility contains four separate, self-contained isolation units utilized for hospitalising three equine patients and one production animal patient. Each isolation unit contains a preparation/records room for changing into personal protective equipment (PPE), a restricted access ante-room with personnel access to the equine stable (with separate horse access).

Small animal patients can be isolated in a facility physically separate from the rest of the SAH. Information regarding PPE, health and safety, biosecurity and operational procedures are all posted within each isolation unit and accompanying clinical staff utilise these for instruction in isolation procedures.

4.6.2. Comments

The isolation facilities are fully adapted to all common animal species.

4.6.3. Suggestions for improvement

None.

4.6.4. Decision

The VEE is compliant with Substandard 4.6.

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

4.7.1. Findings

The VEE has an ambulatory clinic for production animals which provides on-site services to a number of farms in Scotland, including dairy, beef and sheep farms that are utilised to teach field veterinary medicine and herd health management. It also provides services to Cochno Farm. The VEE is contracted to provide routine clinical services based around a weekly fertility visit and herd health discussion to two large (>500 cow) dairy herds. The production animal rotation consists of three parts, at the moment over three weeks (due to adjustments for COVID-19 contingency planning), though normally this would cover a four-week block. These include the farm animal hospital, herd visits and first opinion practice.

4.7.2. Comments

The ambulatory clinic provides adequate training in field veterinary medicine.

4.7.3. Suggestions for improvement

None.

4.7.4. Decision

The VEE is compliant with Substandard 4.7.

4.8 The transport of students, live animals, cadavers, materials from animal origin and other teaching materials must be done in agreement with national and EU standards, to ensure the safety of students and staff and to prevent the spread of infectious agents.

4.8.1. Findings

The Farm Animal Hospital (SCPAHFS) has two 12-seat minibuses and one 9-seat minibus for students transport. Furthermore there are three 5-seat ambulatory cars. For transportation of live animals SCPAHFS has two pick-up trucks and two livestock trailers.

The Glasgow Equine Practice has two ambulatory vehicles for transportation of staff and students.

Transportation of cadavers/organs is via two vans (one large, one small) operated by anatomy and post-mortem staff.

The vehicles are in compliance with UK and EU standards.

4.8.2. Comments

The transport of students and animals is in agreement with the EU and local standards.

4.8.3. Suggestions for improvement

None.

4.8.4. Decision

The VEE is compliant with Substandard 4.8.

4.9 Operational policies and procedures (including e.g. biosecurity, good laboratory practice and good clinical practice) must be taught and posted for students, staff and visitors and a Biosafety manual must be available. The VEE must demonstrate a clear commitment for the delivery of biosafety and biosecurity, e.g. by a specific committee structure. The VEE must have a system of QA to monitor and assure clinical, laboratory and farm services, including a regular monitoring of the feedback from students, staff and clients.

4.9.1. Findings

The VEE has a Health and Safety Committee. The VEE and local functional units (e.g. laboratories, clinics, farm, etc.) have their own health and safety manuals, policies and risk assessments.

Local policies are posted for staff and students in relevant areas within the physical space, and they are also posted on the virtual learning environment for access at any time by students. Students are instructed to the local rules entering teaching events. This is made by a key member of the academic, clinical or support staff.

Biosafety manuals are available at the VEE homepage for all areas. The students are instructed in how to handle hazardous and infectious material, including personal hygiene and handling dangerous patients. In all cases, instructions are given prior to the beginning of each course. The students will be tested in these instructions at several occasions.

4.9.2. Comments

Biosafety and biosecurity procedures are efficiently implemented and communicated to staff and students.

4.9.3. Suggestions for improvement

None.

4.9.4. Decision

The VEE is compliant with Substandard 4.9.

Standard 5. Animal resources and teaching material of animal origin

5.1 The number and variety of healthy and diseased animals, cadavers, and material of animal origin must be adequate for providing the practical and safe hands-on training (in the areas of Basic Sciences, Clinical Sciences, Pathology, Animal Production, Food Safety and Quality) and adapted to the number of students enrolled.

Evidence must be provided that these data are regularly recorded and that procedures are in place for correcting any deficiencies.

5.1.1. Findings

3Rs principles of Replacement, Reduction, and Refinement in the use of animals for teaching are implemented. Guidelines for the ethics and welfare standards for the use of animals have been developed and implemented.

Animal training mannequins are used for training (e.g., handling, blood sampling).

VEE owns healthy animals kept primarily for teaching purposes. These include cats, small mammals, reptiles, exotic animals and horses, cattle, sheep, pigs (2 individuals) available for pre-clinical training at the VEE campus and teaching farm.

Cadaver material for practical anatomy training is sourced fresh from shelters and abattoirs. Students have access to embalmed and plastinated specimens.

Diseased cattle and sheep are available for students on the VEE campus. The animals are donated by farmers and used for teaching purposes. Later on, they are euthanized, and cadavers are used for necropsy. Thus, it provides a direct link from clinical presentation to post-mortem findings.

The number of cadavers used in necropsy annually is close to 300 ruminants, over 200 companion animals, close to 100 native wildlife, approximately 30 equines, 20-30 poultry and rabbits, and 10 ten exotic pets.

Production animal-selected specimens with seasonal and year-round pathologies for Veterinary Public Health teaching are obtained from red meat (including pigs), poultry, and gamebird slaughterhouses.

Number of patients seen intra-murally:

- the Small Animal Hospital (referral) and the two small animal charity clinics - primary care located on the VEE campus (PDSA and Scottish SPCA) provides approximately 18 000 cases per year.
- Glasgow Equine Hospital & Practice is a referral hospital - caseload is 600-700 cases per year.
- Over 200 cases of cattle and small ruminants' cases are available per year on the VEE campus.
- The number of poultry and rabbits cases is close to 100, and exotic pets to 60.
- Pig cases are available sporadically as individual animals and not every year.

The VEE has signed a contract with primary care equine and farm animal private practices referring cases to the Small Animal and Equine Clinic. Therefore, students had extra-murally training in those practices.

The number of patients seen extra-murally (in the ambulatory clinics) per year:

- approx. 7000 cattle,
- approx. 4000 equines
- approx. 2000 companion animals
- approx. 200 small ruminants

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- additionally, at Clyde Veterinary Group - between 1-100 cattle or sheep per day with seasonal variation.

No pig, poultry and rabbits, or aquatic animals, exotic pets are available extra-murally.

The VEE is expanding its equine ambulatory practice to provide cases to the Glasgow Equine Hospital.

The Small Animal Hospital is a referral clinic for over 30 clinics but works as primary care during night shifts. Therefore, the decision was made to implement primary care to the Small Animal Hospital during daily work.

Most equine and ruminant cases are first opinion patients (86% and 75%, respectively). In companion animals' percentage of first opinion patients for canines is equal to 23% and 40% for a feline.

The VEE does not have its caseload in aquaculture, specialist pig and poultry practice, wildlife and conservation. However, selective opportunities provide access to cases extra-murally.

Students have occasional opportunities to work with small mammals and rabbits during their core rotation and opportunities to develop these skills further through selective placements at the Edinburgh Zoo and partner practices.

The VEE has access to beef, sheep, pigs, poultry, and game birds slaughterhouse facilities for students training.

Visits to the Glasgow Fish Market is possible within the Veterinary Public Health rotation to observe the retail and sourcing of fresh fish in the context of food production.

Not all students attend all premises.

5.1.2. Comments

Animal resources, teaching material of animal origin, and caseload for cattle, sheep, and horses are outstanding. The system of obtaining cases for teaching purposes is well-developed.

The strategy to secure a sufficient number of primary care and referral cases in companion animals, horses, and ruminants in the future is developed.

The number of necropsies in pigs is low but it is compensated by a high number of necropsies in ruminants.

The number of clinical cases of pigs, poultry, and exotic animals is suboptimal. Compensations have been described in Substandards 3.1.3. and 3.1.4.

5.1.3. Suggestions for improvement

See Substandard 3.1.3 and 3.1.4.

5.1.4. Decision

The VEE is compliant with Substandard 5.1.

5.2 In addition to the training provided in the VEE, experience can include practical training at external sites, provided this training is organised under direct academic supervision and following the same standards as those applied in the VEE.

5.2.1. Findings

Practical training at external sites is available. In addition, the VEE has long-lasting cooperation with external organizations based on signed contracts.

The VEE cooperates with two primary care small animal charity clinics (PDSA and Scottish SPCA), providing service in the mobile clinical facilities located on the VEE campus, where training is organized under direct academic clinicians' supervision.

The VEE cooperates with private practices on large farm animals, specialist dermatology, and equine practices. Their staff is not academic but has pedagogical training.

These practices have staff members with expertise and appropriate diagnostic imaging facilities, clinical laboratories, information technology, and reference resources. In addition, all have the number of clients/cases to facilitate effective clinical teaching.

The privately-owned farms are used to supplement core production animal clinical instruction - under the supervision of VEE staff.

Teaching in slaughterhouse facilities is supervised by a member of the veterinary public health faculty.

The selective opportunities provide access to cases in areas where the VEE does not currently have its caseload – for example, in aquaculture, specialist sheep, pig and poultry practice, wildlife.

5.2.2. Comments

The training possibilities provided on external sites are well-developed and organized.

The number of external sites providing training in pigs, poultry, and exotic animals is insufficient. However compensations have been described above.

5.2.3. Suggestions for improvement

It is suggested to increase the number of external sites providing training in pigs, poultry, and exotic animals.

5.2.4. Decision

The VEE is compliant with Substandard 5.2.

5.3 The VTH must provide nursing care skills and instruction in nursing procedures. Under all situations students must be active participants in the clinical workup of patients,

including problem-oriented diagnostic approach together with diagnostic decision-making.

5.3.1. Findings

Clinical education is implemented through the curriculum, starting with pre-clinical activities during the 1st year up to the final year. It includes intramural and extramural practical training, both ambulatory and referral practice.

Training in the nursing care skills and procedures starts from training on mannequins and healthy animals. The curriculum secures the active participation of each student in clinical work.

Intramural and extramural training provides a whole spectrum of situations when students have to be active participants.

In the VEE clinics, students work alongside veterinary nurses and veterinary nurses' students.

5.3.2. Comments

The organization of practical training, including nursing skills and procedures, is student-oriented.

The nursing training in companion animals is outstanding.

5.3.3. Suggestions for improvement

None.

5.3.4. Decision

The VEE is compliant with Substandard 5.3.

5.4 Medical records must be comprehensive and maintained in an effective retrieval system (preferably an electronic patient record system) to efficiently support the teaching, research, and service programmes of the VEE.

5.4.1. Findings

The VEE curriculum and teaching organization provide students with training in different medical record systems. All used systems allow supporting teaching and research. Students have access to the records and actively use the systems.

The VEE implemented the electronic Patient Record System StringSoft - a client relationship and case management system in Small Animal Hospital, Equine facilities, and Production Animal.

The VEE Equine ambulatory practice uses Eclipse system because its functionality is better suited to that environment.

The PDSA Charity uses its electronic system, while the Scottish SPCA works on paper documentation.

The private practices involved in the teaching use their own different systems for the medical record.

5.4.2. Comments

The broad spectrum of medical records systems available for students plus obligatory active use of recorded data for learning, clinical activities is highly effective for the teaching.

5.4.3. Suggestions for improvement

None.

5.4.4. Decision

The VEE is compliant with Substandard 5.4.

Standard 6. Learning resources

6.1 State-of-the-art learning resources must be adequate and available to support veterinary education, research, services and continuing education. When the study programme is provided in several tracks/languages, the learning resources must be available in all used languages. Timely access to learning resources, whether through print, electronic media or other means, must be available to students and staff and, when appropriate, to stakeholders. State-of-the-art procedures for bibliographical search and for access to databases and learning resources must be taught to undergraduate students.

6.1.1. Findings

Many learning resources are available, mostly as electronic media through the combination of the two university platforms: Moodle and Mahara.

Lectures are dedicated to teach how to use IT and bibliographical procedures during the « induction week ».

Inside the Mary Stewart building, there is a print library named James Herriot with 4800 books and more than 800 periodicals, available every day from 7 am to 2 am. Another Library is available at the University.

6.1.2. Comments

The learning resources appropriately support the study programme.

6.1.3. Suggestions for improvement

None.

6.1.4. Decision

The VEE is compliant with Substandard 6.1.

6.2 Staff and students must have full access on site to an academic library administered by a qualified librarian, an Information Technology (IT) unit managed by an IT expert,

an e-learning platform, and all the relevant human and physical resources necessary for the development of instructional materials by the staff and their use by the students. The relevant electronic information, database and other intranet resources must be easily available for students and staff both in the VEE's core facilities via wireless connection (Wi-Fi) and from outside the VEE through a hosted secured connection, e.g. Virtual Private Network (VPN).

6.2.1. Findings

The James Herriot library is administered by professional support staff. It is helped by three members of the staff, they are present from 9 am to 17 pm.

Secure Wi-Fi and access to electronic teaching resources is available across the campus and at external sites.

6.2.2. Comments

Great efforts were done the last two years to mitigate the effects of lockdown measures using virtual tools.

6.2.3. Suggestions for improvement

Regarding the increasing use of virtual tools, the IT team could be reinforced.

6.2.4. Decision

The VEE is compliant with Substandard 6.3.

6.3 The VEE must provide students with unimpeded access to learning resources, internet and internal study resources, and equipment for the development of procedural skills (e.g. models). The use of these resources must be aligned with the pedagogical environment and learning outcomes within the programme and have mechanisms in place to evaluate the teaching value of changes in learning resources.

6.3.1. Findings

The virtual learning environment is a University wide combination of Mahara and Moodle, providing a modern blended learning environment. Most of the lectures are recorded and available online.

A formal training is provided to the students in the first year. It allows them to use all the resources provided.

The "Garscube Information services Committee" is in charge to keep the resources in line with the needs of Staff and Students.

A large amount of Clinical skills facilities are available in the Skills lab in the McCall building. The lab is managed by a sufficient number of technical staff.

The skills labs facilities (Models, Mannequins...) are also set in different areas according to the species or the teaching e.g. a « rescue cow » is used at the Cochno farm close to the cow handling teaching.

6.3.2. Comments

The students have access to relevant learning resources.

6.3.3. Suggestions for improvement

None.

6.3.4. Decision

The VEE is compliant with Substandard 6.3.

Standard 7. Student admission, progression and welfare

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

Formal cooperations with other VEEs must also be clearly advertised.

7.1.1. Findings

The regulation of the students' admission and progression at the VEE are clearly specified. The web page is complete and informative, in particular the Programme Specification, published on the University Senate website (the link was of course updated due to the postponement of the visit), contains all the main information related to the programme including the level of qualification, the number of credits (a conversion between Scottish credits and ECTS is needed) the attendance expected, the Aims (including the satisfaction of the requirements of accreditation bodies as EAEVE), the Learning Outcomes divided by the Dublin descriptors categories, the variety of typical Learning and Teaching Approaches as well as Assessment methodologies and progression rules, and a quite detailed description of the structure of the programme.

The programme is also advertised by ‘Open Days’ that include a tour of the Campus, presentations overseas to pre-vet Clubs and the annual APVMA (American Pre- Veterinary Medical Association) Symposium, visit to both primary and secondary schools. The tuition fees are advertised on the university web pages.

7.1.2. Comments

Student admission, progression and certification are well clarified using different media. Information is clear within the websites.

Accurate and complete information regarding enrolment for prospective national and international students are publicly available.

7.1.3. Suggestions for improvement

The Programme has no formal collaborative relation with other institutions but the cooperations with USA selected Animal Science Programmes to enrol students directly at the second year should be clearly advertised.

7.1.4. Decision

The VEE is compliant with Substandard 7.1.

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

7.2.1. Findings

The number of enrolled students is stable in the past three years (mean 136) with approximately one third of them funded by Scottish Government as Home/EU students. The VEE anticipated that prospective number of students for the next three academic years will remain between 135 and 145 to be consistent with the available educational resources and to accommodate any students who have to re-sit any year of the programme. The Scottish Government has confirmed EU students commencing their studies in 2021/22 and later will not be eligible for Home fees (free tuition) nor funding from the Scottish government i.e. all non-UK students will be treated identically.

A mean of 124 students graduates in the last three years with an attrition of approximately 10%. Most of them graduate within one extra year.

7.2.2. Comments

On the basis of stability and indicators, the number of students admitted is consistent with the resources available at the VEE with some species-related problems (see Standard 5).

7.2.3. Suggestions for improvement

None.

7.2.4. Decision

The VEE is compliant with Substandard 7.2.

7.3 The selection and progression criteria must be clearly defined, consistent, and defensible, be free of discrimination or bias, and take into account the fact that students are admitted with a view to their entry to the veterinary profession in due course.

The VEE must regularly review and reflect on the selection processes to ensure they are appropriate for students to complete the programme successfully. If the selection processes are decided by another authority, the latter must regularly receive feedback from the VEE.

Adequate training (including periodic refresher training) must be provided for those involved in the selection process to ensure applicants are evaluated fairly and consistently.

7.3.1. Findings

The admission selection includes Non-Academic Entrance Requirements consisting in a certain level of practical experience ensuring that those with less experience at the access are not disadvantaged. The minimum Academic Entrance Requirements are detailed in the University Prospectus and on the web pages.

An alternative route of entry is granted to talented individuals who wish to re-enter Higher Education to follow a professional career (SWAP West).

The interview process is designed to objectively assess evidence of motivation, relevant communication and observation skills, awareness of the opportunities and challenges presented by a career in veterinary medicine, resilience, ethical awareness and candidate's knowledge of current and controversial veterinary matters. The 'interview' consists of three stages; a computer based situational judgement tests for ethical awareness marked relative to defined rubrics and two 15-minute interviews. This part of the admission process has been designed to evaluate ethical sensitivity, empathy, altruism, critical and creative thinking and judgement. The first interview assesses performance against communication skills, initiative, leadership qualities, confidence, work/life balance; the second one assesses performance against practical experience, awareness of animal welfare, observation skills, understanding of topical biomedical issues and independent thinking. The scores from the two panels are ranked and success determined relative to cut off points for the interview and the ethical awareness test.

All members of the Admissions Committee and the Admissions panel are required to undertake On-line training in Equality and Diversity and Unconscious Bias and members of staff attend interview training. Written instructions are distributed and any new members on the interview panel are required to observe the interview process prior to taking part in the process itself.

The admission of Full Fee students is different, they are expected to have an Upper Second Class or First-Class Honours Degree in an appropriate subject area. Candidates from North America will normally be considered for admission after they have satisfactorily completed three years of a college course. For applicants whose first language is not English, the University sets a minimum English Language proficiency level. USA students can also enter a specific track from selected Animal Science Programmes in which they do the last year of their undergraduate degree as a 'study abroad' year at the University of Glasgow. If the students pass all of necessary assessments, they are allowed admission to the University of Glasgow but are given accelerated entry and join the second year of the BVMS Program.

7.3.2. Comments

Selection and progression criteria are clearly publicised. The VEE reviews selection processes to ensure they are fair and consistent; selection committee members, including the external ones, are adequately trained. The presence of a large number of foreign students contributes to a diverse and inclusive climate.

7.3.3. Suggestions for improvement

None.

7.3.4. Decision

The VEE is compliant with Substandard 7.3.

7.4 There must be clear policies and procedures on how applicants with disabilities or illnesses are considered and, if appropriate, accommodated in the programme, taking into account the requirement that all students must be capable of meeting the ESEVT Day One Competences by the time they graduate.

7.4.1. Findings

Appropriate support can be provided for disability or ill health conditions. Only individuals where it would not be possible for them to work safely with patients, clients or colleagues, or to acquire the skills necessary to complete training, even with adjustments and support, are not accepted into the undergraduate veterinary medicine programme.

In the Policy for Disabled and Ill Students, the SER refers to a “veterinary students fitness standards” linked to the external website of the Higher Education Occupational Practitioners; moreover the University has a Senate webpage specific for disabled students and a disability service to arrange support.

7.4.2. Comments

Inclusion policies of applicants with disabilities or illnesses assure that all students must be capable of meeting the ESEVT Day One Competences by the time they graduate.

7.4.3. Suggestions for improvement

None.

7.4.4. Decision

The VEE is compliant with Substandard 7.4.

7.5 The basis for decisions on progression (including academic progression and professional fitness to practise) must be explicit and readily available to the students. The VEE must provide evidence that it has mechanisms in place to identify and provide remediation and appropriate support (including termination) for students who are not performing adequately.

The VEE must have mechanisms in place to monitor attrition and progression and be able to respond and amend admission selection criteria (if permitted by national or university law) and student support if required.

7.5.1. Findings

A student cannot proceed to the next year of the curriculum until they have successfully completed all the courses including non-graded ones achieving grade D3 or better in the degree examinations in the preceding session. Students with low grade may repeat a year but are required to attend all compulsory classes and submit all required work so that their skills/knowledge remain current.

All students are allocated an academic adviser who can support them or guide them where to seek help with academic matters if required. The University also offers learning support and psychological counselling.

The attrition is monitored by the Executive Admissions Committee, and the data show that it is mainly related to academic reasons. The Progress Committee is in charge to monitor student's progresses. Students can be excluded through lack of academic progress or through misconduct and have the right of appeal to the College and if unsuccessful to the Senate.

7.5.2. Comments

The VEE monitors attrition and progression and has a clear definition of rules to decide termination of students who are not performing adequately.

7.5.3. Suggestions for improvement

None.

7.5.4. Decision

The VEE is compliant with Substandard 7.5.

7.6 Mechanisms for the exclusion of students from the programme for any reason must be explicit.

The VEE's policies for managing appeals against decisions, including admissions, academic and progression decisions and exclusion, must be transparent and publicly available.

7.6.1. Findings

Students can be excluded through lack of academic progress or through misconduct and have the right of appeal to the College and, if unsuccessful, to the Senate. A complete series of procedures on decisions about student conduct is available on the website covering the determination of Fitness to Practise for a quasi-professional activity, the Use of Information and Communication Technology, the Recording of Lectures, the Plagiarism, the Student Code of Conduct and Unacceptable Behaviour, the Smoking, Alcohol, Drugs and Substance misuse. The Student Contract with the University and the possible termination reasons are publicly available on the website.

7.6.2. Comments

The mechanisms for the excluding students from the programme are explicitly described.

7.6.3. Suggestions for improvement

None.

7.6.4. Decision

The VEE is compliant with Substandard 7.8.

7.7 Provisions must be made by the VEE to support the physical, emotional and welfare needs of students. This includes, but is not limited to, learning support and counselling services, career advice, and fair and transparent mechanisms for dealing with student illness, impairment and disability during the programme. This shall include provision of reasonable adjustments for disabled students, consistent with all relevant equality and/or human rights legislation.

There must be effective mechanisms for resolution of student grievances (e.g. interpersonal conflict or harassment).

7.7.1. Findings

The Diversity and Inclusion Committee includes staff and student representatives and has a role in assuring the quality of VEE culture and values. The VEE received a Bronze and Silver Athena SWAN awards in 2015 and 2019 respectively that recognise commitment to tackling gender inequality in higher education. To support its work in this area, the VEE has an action plan covering support for students and staff, key career transition points, and aims to promote a climate that provides inclusion and equity.

The University and VEE offer a wide range of services to help students. The VEE Student Support office facilitates student/staff interaction. Students have access to support via many routes: the VEE Student Adviser scheme, the peer support, the University Support Service, the Student Learning Service. The Teaching staff open-door policy identify students with special needs on the basis of inter-personal interaction, offering them extra-support which complement other formal mechanisms.

The VEE has a visible LGBTQ+ community that is fully supported both by the staff and is affiliated to the vet student union (GUVMA).

7.7.2. Comments

The VEE supports the physical, emotional and welfare needs of students and demonstrates its willingness to promote inclusion and equity at all levels. Students have many different ways to convey their needs and complaints both explicitly or anonymously.

The atmosphere perceived during the on-site visit was extremely positive and relaxed.

7.7.3. Suggestions for improvement

None.

7.7.4. Decision

The VEE is compliant with Substandard 7.7.

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

7.8.1. Findings

The University upholds the principle that students should have a full opportunity to raise appeals against academic decisions without fear of disadvantage and in the knowledge that confidentiality will be respected.

The University has a number of different procedures for people who want to raise concerns. On the website is possible to follow a clear path 'Which procedure should I use?' to decide how to present grievances depending on the person making the complaint and the nature of the issue raised.

7.8.2. Comments

The University show best practice on Appeals, Conduct and Complaints; clear and detailed information on the possibility to present different grievance by staff, students and member of the public (including parent of the students) is publicly available and easily reachable on the website.

7.8.3. Suggestions for improvement

None.

7.8.4. Decision

The VEE is compliant with Substandard 7.8.

Standard 8. Student assessment

8.1 The VEE must ensure that there is a clearly identified structure within the VEE showing lines of responsibility for the assessment strategy to ensure coherence of the overall assessment regime and to allow the demonstration of progressive development across the programme towards entry-level competence.

8.1.1. Findings

The BVMS programme has an Assessment Policy available in Appendix 4 of the SER. This document is available through the Veterinary Learning Environment to all faculty and students on the BVMS policies page.

The aim of the Assessment Policy is to provide a clear guidance for course teams and a consistent and effective approach to assessment across the BVMS programme. The policy is designed to be used in conjunction with guidance from the University of Glasgow Learning Enhancement & Academic Development Service and the Senate office as well as the relevant guidance from the College of Medical, Veterinary and Life Sciences. The policy relates specifically to the BVMS programme although many of the elements will be common to other programmes at the VEE. Extensive consultation on the BVMS Curriculum, including assessment, has included faculty, students, employers and external examiners. The policy should be considered in conjunction with the Programme Assessment information which is made available to students, faculty and external examiners via the VEE's Virtual Learning environment.

Assessment in the context of the BVMS programme encompasses two distinct but related themes: knowledge and application; and clinical competency. A range of question types are used to assess different knowledge/skills, i.e. theoretical knowledge, pre-clinical practical skills, clinical practical skills as well as ‘soft’ skills.

8.1.2. Comments

An Assessment Policy has been defined and communicated.

Specificities of the veterinary degree and profession have been reflected by the Policy.

Different types of skills are assessed using appropriate approaches.

It was clarified onsite that all assessors are trained properly and on a regular basis.

8.1.3. Suggestions for improvement

None.

8.1.4. Decision

The VEE is compliant with Substandard 8.1.

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

Mechanisms for students to appeal against assessment outcomes must be explicit.

8.2.1. Findings

Assessment methods for each course are described in the Course information and form an element of the programme of assessment which runs through all three Phases. Assessment methods are selected based on the ILO(s) to be assessed, giving due consideration to validity, reliability and feasibility. Barrier assessments are designed at the end of each year of the programme. Specific requirements for completion of each year and thus progression through the programme are described in the relevant course information for Foundation, Clinical or Professional Phase at the Mahara Assessment page.

The VEE supports the development of a range of approaches to formative feedback, including self-assessment, peer-assessment, individual feedback on assignments, and provision of model and example answers across a range of achievement levels. General feedback on the end of course summative assessments is provided where possible, in addition to individual student grades, cohort grade profiles and the opportunity to review examination scripts on request.

Students have a full opportunity guaranteed by the University to raise appeals against academic decisions without fear of disadvantage and in the knowledge that confidentiality shall be

respected. An appeal is defined as a request for a review of a decision of an academic body charged with making judgements concerning student progression, assessment or awards. There are two grounds for appeal: Unfair or Defective Procedure; and Failure to take into account medical or other adverse personal circumstances. The Senate office provides clear guidance on the processes involved on the Academic Appeals section of their website.

8.2.2. Comments

Like all processes related to QA, the student assessment is primarily driven by processes set at the University level. However, specificities of the BVMS programme are well reflected and respected. Extensive information about the procedures and criteria were provided in Appendices to the SER.

8.2.3. Suggestions for improvement

None.

8.2.4. Decision

The VEE is compliant with Substandard 8.2.

8.3 The VEE must have a process in place to review assessment outcomes, to change assessment strategies and to ensure the accuracy of the procedures when required. Programme learning outcomes covering the full range of professional knowledge, skills, competences and attributes must form the basis for assessment design and underpin decisions on progression.

8.3.1. Findings

Within the University of Glasgow Assessment policy, the principles of the BVMS programme Assessment policy underpin the VEE's assessment design: course leaders and faculty involved in assessment are familiar with the policy. The policy is reviewed by the VEE Learning and Teaching Committee on an annual basis, with amendments recommended based on consultation with the relevant individuals and groups including the BVMS Programme Board. In the context of the BVMS programme these requirements are described by the Accrediting bodies (EAEVE, RCVS and AVMA). The ILOs of each course within the BVMS programme are mapped to the requirements of the accrediting bodies, and this information is combined with that provided by assessment blueprinting to ensure that the programme assesses the full range of requirements. Appropriate assessment tools to demonstrate attainment of the year and programme ILOS and therefore the Day One Competences were selected.

8.3.2. Comments

The same as 8.2.2.

8.3.3. Suggestions for improvement

None.

8.3.4. Decision

The VEE is compliant with Substandard 8.3.

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

The VEE must ensure that the programmes are delivered in a way that encourages students to take an active role in creating the learning process, and that the assessment of students reflects this approach.

8.4.1. Findings

Standard setting (Guide to the Code of Assessment) describes the process used to determine the passing standard for a given assessment. The VEE employs a criterion-referenced standard setting process.

In the BVMS Programme, key topics are worked through in the form of review and concept tasks, supported by workshops/tutorials and analysis following self-directed engagement with core material online (identified to students as self-directed learning, SDL) in advance of the sessions thus promoting problem-solving and independent learning and also fostering a life-long learning approach.

8.4.2. Comments

The same as 8.2.2.

8.4.3. Suggestions for improvement

None.

8.4.4. Decision

The VEE is compliant with Substandard 8.4.

8.5 Methods of formative and summative assessment must be valid and reliable and comprise a variety of approaches. Direct assessment of clinical skills and Day One Competences (some of which may be on simulated patients), must form a significant component of the overall process of assessment. It must also include the quality control of the student logbooks in order to ensure that all clinical procedures, practical and hands-on training planned in the study programme have been fully completed by each individual student.

8.5.1. Findings

The VEE has developed processes to ensure fairness, validity and reliability of assessment outcomes including moderation, summarised in Appendix 6.8.1 of the SER. Steps are taken after each assessment to ensure the fairness and reliability of the assessment process: the guidance on marking and moderation is based on the Good practice guidelines developed by the University of Glasgow with reference to the Quality Assurance Agency for Higher Education (QAA) Code of practice for the assurance of academic quality and standards in higher education.

Moderation (i.e. independent review of assessments by a second marker) is required for a range of assessments including: professional portfolio where it represents 20% or less of the

competency assessment for a course; clinical decision-making questions; data interpretation questions; modified essay questions; continuous assessment task.

Course assessments are evaluated through the VEE Quality Assurance and Enhancement Officer process which reports to that of the University. A major element of this process in relation to assessment involves our External Examiners who are appointed for a period of four years to review assessment processes and student performance. External Examiners are sent appropriate course information, annual monitoring reports, draft examination papers, blueprints and solutions to questions. External Examiners visit the VEE during the examination period to take part in the Board of Examiners process following which they are required to submit a formal report to the University Senate Office. External Examiners reports form part of the Annual Monitoring Report which feeds into the University system for monitoring courses annually.

8.5.2. Comments

The same as 8.2.2.

The role of external examiners is a positive point.

8.5.3. Suggestions for improvement

None.

8.5.4. Decision

The VEE is compliant with Substandard 8.5.

Standard 9. Academic and support staff

9.1 The VEE must ensure that all staff are appropriately qualified and prepared for their roles, in agreement with national and EU regulations and must apply fair and transparent processes for the recruitment and development of staff.

A formal training (including good teaching and evaluation practices, learning and e-learning resources, biosecurity and QA procedures) must be in place for all staff involved with teaching.

Most academic staff (calculated as FTE) involved in veterinary training must be veterinarians. It is expected that more than 2/3 of the instruction that the students receive, as determined by student teaching hours, is delivered by qualified veterinarians.

9.1.1. Findings

The academic and administrative structure of the VEE is designed to support the teaching and is student-oriented.

The percentage (%) of veterinarians in VEE academic staff is over 90%. All staff involved in teaching get proper formal training. The teaching staff includes academics, interns, residents (11 different programs), Ph.D. students, and practitioners.

The process of requirement and development of the academic staff is fair, transparent, and well described. In addition, all needed resources are available online.

9.1.2. Comments

The promotion system is well-developed.

The academic and support staff are highly qualified and well-motivated. The welfare of employees is outstanding.

9.1.3. Suggestions for improvement

None.

9.1.4. Decision

The VEE is compliant with Substandard 9.1.

9.2 The total number, qualifications and skills of all staff involved with the programme, including teaching staff, ‘adjunct’ staff, technical, administrative and support staff, must be sufficient and appropriate to deliver the educational programme and fulfil the VEE’s mission.

A procedure must be in place to assess if the staff involved with teaching display competence and effective teaching skills in all relevant aspects of the curriculum that they teach, regardless of whether they are full or part time, residents, interns or other postgraduate students, adjuncts or off-campus contracted teachers.

9.2.1. Findings

The academic staff of the veterinary programme counts close to 200 persons, including permanent staff, interns, residents, and Ph.D. students.

The number of the support staff of the veterinary programme is close to 130 persons.

VEE teaching is supported by fractional contracts, self-employed, graduate teaching assistants, and those employed by a third party.

Some of these adjunct teachers are veterinary qualified, and some come from outside the profession. Typically, the VEE uses 28 visiting lecturers, 14 graduate teaching assistants, 7 external portfolio assessors (practitioners), and 12 external OSCE and DOPS assessors (mainly practitioners). In addition, around seven institute academic and 12 institute faculty significantly contribute to veterinary teaching.

The staff, according to career development pathways (tracks), include five positions as the Research & Teaching (R&T), 23 positions focusing on Teaching Learning and Scholarship (TLS), and 56 faculty as the Academic Clinical (AC) Track.

The VEE provides post-graduate clinical training for Residents in 9 EBVS disciplines and two other programmes as ACVP and FRCPath.

9.2.2. Comments

The qualifications, skills, and engagement of all staff involved with the teaching are outstanding.

9.2.3. Suggestions for improvement

Development of the strategy to employ more clinical staff, including general practitioners and specialists, for example, in cardiology and soft tissue surgery, and support staff, especially veterinary nurses.

Development of the strategy to find possibilities to provide VEE clinical staff work conditions competitive to private practices.

9.2.4. Decision

The VEE is compliant with Substandard 9.2.

9.3 Staff must be given opportunities to develop and extend their teaching and assessment knowledge and must be encouraged to improve their skills. Opportunities for didactic and pedagogic training and specialisation must be available. The VEE must clearly define any systems of reward for teaching excellence in operation.

Academic positions must offer the security and benefits necessary to maintain stability, continuity, and competence of the academic staff. They must have a balanced workload of teaching, research and service depending on their role. They must have reasonable opportunities and resources for participation in scholarly activities.

9.3.1. Findings

The VEE holds conference support and training support budgets to allow staff to develop their specialized knowledge and skills, like conference and research support, faculty/staff training including specialist training for technical staff, clinical faculty/staff CPD, and nurse training.

The VEE provides personal development, and study time is set aside for residents and early career staff preparing for their Ph.D., diploma, and board specialist exams.

VEE provides an encouraging system for staff development.

The assessment of the academic staff is performed annually.

Staff performance evaluation is directly linked to one-off and consolidated financial rewards to recognize and acknowledge staff excelling in their role (individuals or as teams).

Staff can be nominated for various awards such as the College and University Teaching Excellence Award.

9.3.2. Comments

The VEE system is staff orientated.

9.3.3. Suggestions for improvement

None.

9.3.4. Decision

The VEE is compliant with Substandard 9.3.

9.4 The VEE must provide evidence that it utilises a well-defined, comprehensive and publicised programme for the professional growth and development of academic and support staff, including formal appraisal and informal mentoring procedures.

Staff must have the opportunity to contribute to the VEE's direction and decision-making processes.

Promotion criteria for academic and support staff must be clear and explicit. Promotions for teaching staff must recognise excellence in, and (if permitted by the national or university law) place equal emphasis on all aspects of teaching (including clinical

teaching), research, service and other scholarly activities.

9.4.1. Findings

The career development pathways tracks provide three types of positions; the Research & Teaching (R&T), Teaching Learning and Scholarship (TLS), and Academic Clinical (AC) Track. Each career track provides job security and stability. In each, 10 levels up to Grade 10 is available. At Grade 10, 4 different zones are available for professors.

The motivation system for all career track is established and functioning. In addition, the Promotion workshops are organized regularly.

One promotion round is each year based on self-application.

The employee may switch between career tracks without negative outcomes.

Promotion criteria and career development structure have aligned to these different career tracks. Objective setting and considerations around promotion are appropriate to the role of the individual member of the faculty engaged in research, teaching, and clinical service.

There is no difference in job security between the different tracks.

The official and semi-official mentoring system is introduced.

9.4.2. Comments

The professional growth and development of academics on a different career track are well-developed and transparent. The atmosphere and relations between staff, students, and VEE authorities are outstanding.

9.4.3. Suggestions for improvement

None

9.4.4. Decision

The VEE is compliant with Substandard 9.5.4

9.5 A system for assessment of teaching staff must be in operation and must include student participation. Results must be available to those undertaking external reviews and commented upon in reports.

9.5.1. Findings

The VEE has a system for encouraging and rewarding academic development, scholarship and achievement. It includes the Annual Performance and Development Review (P&DR) and promotion procedures.

The assessment of the academic staff is performed annually.

P&DR has a strong focus on learning and teaching and how staff contribute to an excellent student experience.

Student feedback on courses and modules from the VEE survey system, the programme focus group, and the national student survey are analysed, and outcomes are implemented.

Student participation in relevant committees of the VEE is well placed to assess the teaching

contribution of staff.

9.5.2. Comments

A system for the assessment of teaching staff is well-developed and functional.

9.5.3. Suggestions for improvement

None.

9.5.4. Decision

The VEE is compliant with Substandard 9.5.

Standard 10. Research programmes, continuing and postgraduate education

10.1 The VEE must demonstrate significant and broad research activities of staff that integrate with and strengthen the veterinary degree programme through research-based teaching.

10.1.1. Findings

The majority of research active staff in the VEE joined the Institute of Biodiversity, Animal Health and Comparative Medicine (IBAHCM). Other research active members of staff joined the Institute for Infection, Immunity and Inflammation (III), which incorporates the Centre for Virus Research (CVR), or the Institute of Cardiovascular and Medical Sciences (ICAMS).

Undergraduate and postgraduate students are exposed to a cross-cutting and inter-disciplinary research environment that involves College members of staff from the VEE, Institute of Biodiversity, Animal Health and Comparative Medicine (IBAHCM), Institute for Infection, Immunity and Inflammation (III), Centre for Virus Research (CVR), or the Institute of Cardiovascular and Medical Sciences (ICAMS).

As referred in the SER, the staff in the VEE are encouraged and supported to maintain their research activity.

10.1.2. Comments

The VEE has significant and broad research activities of staff teaching in the veterinary degree programme and makes an effort to actively involve students through research-based teaching.

10.1.3. Suggestions for improvement

None.

10.1.4. Decision

The VEE is compliant with Substandard 10.1.

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

10.2.1. Findings

All students are exposed to scientific method and research techniques relevant to evidence-based veterinary medicine over the Curriculum. At the beginning of the Clinical Phase and in the Professional Phase, students have research project opportunities.

Also, the summer student programmes allow undergraduate students the opportunity to engage directly with research. As observed in the List of Publications 2018-2020 document sent by the VEE, some students participated in scientific papers through the research on a voluntary basis.

The BVMS Professional Portfolio is the primary competency assessment in the final year of the programme. To provide evidence of achievement of intended learning outcomes and professional competencies a specific range of assets for assessment must be presented by students.

10.2.2. Comments

Students are exposed to a scientific environment and taught principles of evidence-based medicine.

10.2.3. Suggestions for improvement

None.

10.2.4. Decision

The VEE is compliant with Substandard 10.2.

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

10.3.1. Findings

In the 2018/2019 year, the number of Interns and Residents (EBVS disciplines) registered at postgraduate clinical training showed an increase of respectively 30% and 37.5%.

The residents (and interns) supervise the activities of BVMS5 students on clinical rotations in the respective hospitals and are acting as unofficial mentors to the undergraduate students. They also contribute to the assessment system which enables monitoring of student performance.

10.3.2. Comments

The VEE is an active research institution, runs a variety of research-related programmes at different levels.

10.3.3. Suggestions for improvement

None.

10.3.4. Decision

The VEE is compliant with Substandard 10.3.

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

10.4.1. Findings

An annual review of the students' work/progress was done by a Research and Postgraduate Committee (co-chaired by Professor Peter Hastie and Dr Collette Britton) which includes at least two independent assessors. This committee meets approximately six times per year.

All VEE-wide communications are made by the weekly VEE Newsletter and individual decisions are communicated directly by email and face-to-face meetings.

The webpages (and Facebook/twitter/Instagram accounts) are used to communicate necessary information to the stakeholders regarding continuing education.

10.4.2. Comments

The VEE has reacted properly to COVID-19 related restrictions.

A variety of stakeholders are engaged in the development, implementation, assessment and revision of the research and postgraduate programmes.

10.4.3. Suggestions for improvement

None.

10.4.4. Decision

The VEE is compliant with Substandard 10.4.

11. ESEVT Indicators



ESEVT Indicators

Name of the Establishment:					
Date of the form filling:					
Calculated Indicators from raw data		Establishmen	Median	Minimal	Balance ³
between 2		values	values ¹	values ²	
I1	n° of FTE academic staff involved in veterinary training / n° of undergraduate students	0,128	0,160	0,126	0,002
I2	n° of FTE veterinarians involved in veterinary training / n° of students graduating annually	0,591	0,869	0,590	0,001
I3	n° of FTE support staff involved in veterinary training / n° of students graduating annually	1,024	0,943	0,566	0,458
I4	n° of hours of practical (non-clinical) training	716,000	905,67	595,00	121,000
I5	n° of hours of clinical training	744,000	932,92	670,00	74,000
I6	n° of hours of FSQ & VPH training	271,500	287,00	174,40	97,100
I7	n° of hours of extra-mural practical training in FSQ & VPH	32,000	68,00	28,80	3,200
I8	n° of companion animal patients seen intra-murally / n° of students graduating annually	144,722	70,48	42,01	102,713
I9	n° of ruminant and pig patients seen intra-murally / n° of students graduating annually	1,768	2,686	0,464	1,305
I10	n° of equine patients seen intra-murally / n° of students graduating annually	5,313	5,053	1,298	4,015
I11	n° of rabbit, rodent, bird and exotic seen intra-murally / n° of students graduating annually	1,377	3,353	1,545	-0,168
I12	n° of companion animal patients seen extra-murally / n° of students graduating annually	25,388	6,796	0,223	25,165
I13	n° of individual ruminants and pig patients seen extra-murally / n° of students graduating annually	63,795	15,948	6,295	57,500
I14	n° of equine patients seen extra-murally / n° of students graduating annually	35,194	2,106	0,595	34,599
I15	n° of visits to ruminant and pig herds / n° of students graduating annually	20,876	1,333	0,547	20,329
I16	n° of visits of poultry and farmed rabbit units / n° of students graduating annually	0,000	0,115	0,045	-0,045
I17	n° of companion animal necropsies / n° of students graduating annually	1,884	2,074	1,400	0,484
I18	n° of ruminant and pig necropsies / n° of students graduating annually	2,272	2,324	0,970	1,302
I19	n° of equine necropsies / n° of students graduating annually	0,232	0,303	0,093	0,139
I20	n° of rabbit, rodent, bird and exotic pet necropsies / n° of students graduating annually	0,267	2,051	0,693	-0,426
I21*	n° of FTE specialised veterinarians involved in veterinary training / n° of students graduating annually	0,270	0,196	0,063	0,206
I22*	n° of PhD graduating annually / n° of students graduating annually	0,121	0,15	0,09	0,033
¹	Median values defined by data from Establishments with Approval status in April 2016				
²	Recommended minimal values calculated as the 20th percentile of data from Establishments with Approval status in April 2016				
³	A negative balance indicates that the Indicator is below the recommended minimal value				
*	Indicators used only for statistical purpose				

12. ESEVT Rubrics (summary of the decision on the compliance of the VEE for each ESEVT Substandard, i.e. (total or substantial) compliance (C), partial compliance (PC) (Minor Deficiency) or non-compliance (NC) (Major Deficiency))

Standard 1: Objectives, Organisation and QA Policy	C	PC	NC
1.1 The VEE must have as its main objective the provision, in agreement with the EU Directives and ESG recommendations, of adequate, ethical, research-based, evidence-based veterinary training that enables the new graduate to perform as a veterinarian capable of entering all commonly recognised branches of the veterinary profession and to be aware of the importance of lifelong learning. The VEE must develop and follow its mission statement which must embrace all the ESEVT standards.	X		
1.2 The VEE must be part of a university or a higher education institution providing training recognised as being of an equivalent level and formally recognised as such in the respective country. The person responsible for the veterinary curriculum and the person(s) responsible for the professional, ethical, and academic affairs of the Veterinary Teaching Hospital (VTH) must hold a veterinary degree. The decision-making process of the VEE must allow implementation of its strategic plan and of a cohesive study programme, in compliance with the ESEVT standards.	X		
1.3 The VEE must have a strategic plan, which includes a SWOT analysis of its current activities, a list of objectives, and an operating plan with a timeframe and indicators for its implementation.	X		
1.4 The VEE must have a policy and associated written procedures for the assurance of the quality and standards of its programmes and awards. It must also commit itself explicitly to the development of a culture which recognises the importance of quality, and quality assurance, within their VEE. To achieve this, the VEE must develop and implement a strategy for the continuous enhancement of quality. The development and implementation of the VEE's strategy must include a role for students and other stakeholders, both internal and external, and the strategy must have a formal status and be publicly available.	X		
1.5 The VEE must provide evidence that it interacts with its stakeholders and the wider society. Such public information must be clear, objective and readily accessible; the information must include up-to-date information about the study programme, views and employment destinations of past students as well as the profile of the current student population. The VEE's website must mention the ESEVT VEE's status and its last Self Evaluation Report and Visitation Report must be easily available for the public.	X		
1.6 The VEE must monitor and periodically review its activities, both quantitative and qualitative, to ensure that they achieve the objectives set for them and respond to the needs of students and society. The VEE must make public how this analysis of information has been utilised in the further development of its activities and provide evidence as to the involvement of both students and staff in the provision, analysis and implementation of such data. Any action planned or taken as a result of this data analysis must be communicated to all those concerned.	X		
1.7 The VEE must undergo external review through the ESEVT on a cyclical basis. Evidence must be provided of such external evaluation with the assurance that the progress made since the last ESEVT evaluation was linked to a continuous quality assurance process.	X		
Standard 2: Finances			
2.1 Finances must be demonstrably adequate to sustain the requirements for the VEE to meet its mission and to achieve its objectives for education, research and services. The description must include both expenditures (separated into personnel costs, operating costs, maintenance costs and equipment) and revenues (separated into public funding, tuition fees, services, research grants and other sources).	X		
2.2 Clinical and field services must function as instructional resources. Instructional integrity of these resources must take priority over financial self-sufficiency of clinical services operations. The VEE must have sufficient autonomy in order to use the resources to implement its strategic plan and to meet the ESEVT Standards.	X		
2.3 Resources allocation must be regularly reviewed to ensure that available resources meet the requirements.	X		
Standard 3: Curriculum			
3.1 The curriculum must be designed, resourced and managed to ensure all graduates have achieved the graduate attributes expected to be fully compliant with the EU Directive 2005/36/EC (as amended by directive 2013/55/EU) and its Annex V.4.1. The curriculum must include the subjects (input) and must allow the acquisition of the Day One Competences (output) listed in Annex 2. This concerns Basic Sciences, Clinical Sciences in companion animals (including equine and exotic pets), Clinical Sciences in food-producing animals (including Animal Production and Herd Health Management), Food Safety and Quality, and Professional Knowledge.	X		
3.1.1. General findings			
3.1.2. Basic sciences	X		
3.1.3. Clinical Sciences in companion animals (including equine and exotic pets)	X		
3.1.4. Clinical Sciences in food-producing animals (including Animal Production and Herd Health Management)		X	
3.1.5. Food Safety and Quality	X		
3.1.6. Professional Knowledge	X		

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<p>3.2 Each study programme provided by the VEE must be competency-based and designed so that it meets the objectives set for it, including the intended learning outcomes. The qualification resulting from a programme must be clearly specified and communicated and must refer to the correct level of the national qualifications framework for higher education and, consequently, to the Framework for Qualifications of the European Higher Education Area.</p> <p>The VEE must provide proof of a QA system that promotes and monitors the presence of an academic environment highly conducive to learning including self-learning. Details of the type, provision and updating of appropriate learning opportunities for the students must be clearly described, as well as the involvement of students.</p> <p>The VEE must also describe how it encourages and prepares students for self-learning and lifelong learning.</p>	X		
<p>3.3 Programme learning outcomes must:</p> <ul style="list-style-type: none"> • ensure the effective alignment of all content, teaching, learning and assessment activities of the degree programme to form a cohesive framework • include a description of Day One Competences • form the basis for explicit statements of the objectives and learning outcomes of individual units of study • be communicated to staff and students • be regularly reviewed, managed and updated to ensure they remain relevant, adequate and are effectively achieved. 	X		
<p>3.4 The VEE must have a formally constituted committee structure (which includes effective student representation), with clear and empowered reporting lines, to oversee and manage the curriculum and its delivery. The committee(s) must:</p> <ul style="list-style-type: none"> • determine the pedagogical basis, design, delivery methods and assessment methods of the curriculum • oversee QA of the curriculum, particularly gathering, evaluating, making change and responding to feedback from stakeholders, peer reviewers and external assessors, and data from examination/assessment outcomes • perform ongoing and periodic review of the curriculum at least every seven years by involving staff, students and stakeholders; these reviews must lead to continuous improvement. Any action taken or planned as a result of such a review must be communicated to all those concerned • identify and meet training needs for all types of staff, maintaining and enhancing their competence for the ongoing curriculum development. 	X		
<p>3.5 External Practical Training (EPT) is compulsory training activities organised outside the VEE, the student being under the direct supervision of a non-academic person (e.g. a practitioner). EPT cannot replace the core intramural training nor the extramural training under the close supervision of academic staff (e.g. ambulatory clinics, herd health management, practical training in FSQ and VPH).</p> <p>Since the veterinary degree is a professional qualification with Day One Competences, EPT must complement and strengthen the academic education inter alia by enhancing student's professional knowledge.</p>	X		
<p>3.6 The EPT providers must have an agreement with the VEE and the student (in order to state their respective rights and duties, including insurance matters), provide a standardised evaluation of the performance of the student during their EPT and be allowed to provide feedback to the VEE on the EPT programme.</p> <p>There must be a member of the academic staff responsible for the overall supervision of the EPT, including liaison with EPT providers.</p>	X		
<p>3.7 Students must take responsibility for their own learning during EPT. This includes preparing properly before each placement, keeping a proper record of their experience during EPT by using a logbook provided by the VEE and evaluating the EPT. Students must be allowed to complain officially and/or anonymously about issues occurring during EPT. The VEE must have a system of QA to monitor the implementation, progress and then feedback within the EPT activities.</p>	X		
Standard 4: Facilities and equipment			
<p>4.1 All aspects of the physical facilities must provide an environment conducive to learning, including internet access. The veterinary VEE must have a clear strategy and programme for maintaining and upgrading its buildings and equipment. Facilities must comply with all relevant legislation including health, safety, biosecurity, accessibility to people with reduced mobility, and EU animal welfare and care standards.</p>	X		
<p>4.2 Lecture theatres, teaching laboratories, tutorial rooms, clinical facilities and other teaching spaces must be adequate in number, size and equipped for the instructional purposes and must be well maintained. The facilities must be adapted for the number of students enrolled. Students must have ready access to adequate and sufficient study, self-learning, recreation, locker, sanitary and food service facilities.</p> <p>Offices, teaching preparation and research laboratories must be sufficient for the needs of the academic and support staff.</p>	X		
<p>4.3 The livestock facilities, animal housing, core clinical teaching facilities and equipment used by the VEE for teaching purposes must:</p> <ul style="list-style-type: none"> • be sufficient in capacity and adapted for the number of students enrolled in order to allow safe hands-on training for all students • be of a high standard, well maintained and fit for the purpose • promote best husbandry, welfare and management practices • ensure relevant biosecurity and bio-containment • be designed to enhance learning. 	X		
<p>4.4 Core clinical teaching facilities must be provided in a veterinary teaching hospital (VTH) with 24/7 emergency services at least for companion animals and equines. Within the VTH, the VEE must unequivocally demonstrate that standard of education and clinical research are compliant with all ESEVT Standards, e.g. research-based and evidence-based clinical training supervised by academic staff trained to teach and to assess, availability for staff and students of facilities and patients for performing clinical research and relevant QA procedures.</p> <p>For ruminants, on-call service must be available if emergency services do not exist for those species in a VTH. The VEE must ensure state-of-the-art standards of teaching clinics which remain comparable with or exceeding the best available in the private sector.</p>	X		

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The VTH and any hospitals, practices and facilities (including EPT) which are involved with the curriculum must meet the relevant national Practice Standards.			
4.5 The VEE must ensure that students have access to a broad range of diagnostic and therapeutic facilities, including but not limited to: diagnostic imaging, anaesthesia, clinical pathology, intensive/critical care, surgeries and treatment facilities, ambulatory services, pharmacy and necropsy facilities.	X		
4.6 Appropriate isolation facilities must be provided to meet the need for the isolation and containment of animals with communicable diseases. Such isolation facilities must be properly constructed, ventilated, maintained and operated to provide for animal care and for prevention of spread of infectious agents. They must be adapted to all animal species commonly handled in the VTH.	X		
4.7 The VEE must have an ambulatory clinic for production animals or equivalent facilities so that students can practise field veterinary medicine and Herd Health Management under academic supervision.	X		
4.8 The transport of students, live animals, cadavers, materials from animal origin and other teaching materials must be done in agreement with national and EU standards, to ensure the safety of students and staff and to prevent the spread of infectious agents.	X		
4.9 Operational policies and procedures (including e.g. biosecurity, good laboratory practice and good clinical practice) must be taught and posted for students, staff and visitors and a Biosafety manual must be available. The VEE must demonstrate a clear commitment for the delivery of biosafety and biosecurity, e.g. by a specific committee structure. The VEE must have a system of QA to monitor and assure clinical, laboratory and farm services, including a regular monitoring of the feedback from students, staff and clients.	X		
Standard 5: Animal resources and teaching material of animal origin			
5.1 The number and variety of healthy and diseased animals, cadavers, and material of animal origin must be adequate for providing the practical and safe hands-on training (in the areas of Basic Sciences, Clinical Sciences, Pathology, Animal Production, Food Safety and Quality) and adapted to the number of students enrolled. Evidence must be provided that these data are regularly recorded and that procedures are in place for correcting any deficiencies.	X		
5.2 In addition to the training provided in the VEE, experience can include practical training at external sites, provided this training is organised under direct academic supervision and following the same standards as those applied in the VEE.	X		
5.3 The VTH must provide nursing care skills and instruction in nursing procedures. Under all situations students must be active participants in the clinical workup of patients, including problem-oriented diagnostic approach together with diagnostic decision-making.	X		
5.4 Medical records must be comprehensive and maintained in an effective retrieval system (preferably an electronic patient record system) to efficiently support the teaching, research, and service programmes of the VEE.	X		
Standard 6: Learning resources			
6.1 State-of-the-art learning resources must be adequate and available to support veterinary education, research, services and continuing education. When the study programme is provided in several tracks/languages, the learning resources must be available in all used languages. Timely access to learning resources, whether through print, electronic media or other means, must be available to students and staff and, when appropriate, to stakeholders. State-of-the-art procedures for bibliographical search and for access to databases and learning resources must be taught to undergraduate students.	X		
6.2 Staff and students must have full access on site to an academic library administered by a qualified librarian, an Information Technology (IT) unit managed by an IT expert, an e-learning platform, and all the relevant human and physical resources necessary for the development of instructional materials by the staff and their use by the students. The relevant electronic information, database and other intranet resources must be easily available for students and staff both in the VEE's core facilities via wireless connection (Wi-Fi) and from outside the VEE through a hosted secured connection, e.g. Virtual Private Network (VPN).	X		
6.3 The VEE must provide students with unimpeded access to learning resources, internet and internal study resources, and equipment for the development of procedural skills (e.g. models). The use of these resources must be aligned with the pedagogical environment and learning outcomes within the programme and have mechanisms in place to evaluate the teaching value of changes in learning resources.	X		
Standard 7: Student admission, progression and welfare			
7.1 The VEE must consistently apply pre-defined and published regulations covering all phases of the student "life cycle", e.g. student admission, progression and certification. In relation to enrolment, the VEE must provide accurate and complete information regarding all aspects of the educational programme in all advertisings for prospective national and international students. Formal cooperations with other VEEs must also be clearly advertised.	X		
7.2 The number of students admitted must be consistent with the resources available at the VEE for staff, buildings, equipment, healthy and diseased animals, and materials of animal origin.	X		
7.3 The selection and progression criteria must be clearly defined, consistent, and defensible, be free of discrimination or bias, and take into account the fact that students are admitted with a view to their entry to the veterinary profession in due course. The VEE must regularly review and reflect on the selection processes to ensure they are appropriate for students to complete the programme successfully. If the selection processes are decided by another authority, the latter must regularly receive feedback from the VEE. Adequate training (including periodic refresher training) must be provided for those involved in the selection process to ensure applicants are evaluated fairly and consistently.	X		
7.4 There must be clear policies and procedures on how applicants with disabilities or illnesses are considered and, if appropriate, accommodated in the programme, taking into account the requirement that all students must be capable of meeting the ESEVT Day One Competences by the time they graduate.	X		
7.5 The basis for decisions on progression (including academic progression and professional fitness to practise) must be explicit and readily available to the students. The VEE must provide evidence that it has mechanisms	X		

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in place to identify and provide remediation and appropriate support (including termination) for students who are not performing adequately. The VEE must have mechanisms in place to monitor attrition and progression and be able to respond and amend admission selection criteria (if permitted by national or university law) and student support if required.			
7.6 Mechanisms for the exclusion of students from the programme for any reason must be explicit. The VEE's policies for managing appeals against decisions, including admissions, academic and progression decisions and exclusion, must be transparent and publicly available.	X		
7.7 Provisions must be made by the VEE to support the physical, emotional and welfare needs of students. This includes, but is not limited to, learning support and counselling services, career advice, and fair and transparent mechanisms for dealing with student illness, impairment and disability during the programme. This shall include provision of reasonable adjustments for disabled students, consistent with all relevant equality and/or human rights legislation. There must be effective mechanisms for resolution of student grievances (e.g. interpersonal conflict or harassment).	X		
7.8 Mechanisms must be in place by which students can convey their needs and wants to the VEE. The VEE must provide students with a mechanism, anonymously if they wish, to offer suggestions, comments and complaints regarding compliance of the VEE with national and international legislation and the ESEVT standards.	X		
Standard 8: Student assessment			
8.1 The VEE must ensure that there is a clearly identified structure within the VEE showing lines of responsibility for the assessment strategy to ensure coherence of the overall assessment regime and to allow the demonstration of progressive development across the programme towards entry-level competence.	X		
8.2 The assessment tasks and grading criteria for each unit of study in the programme must be published, applied consistently, clearly identified and available to students in a timely manner well in advance of the assessment. Requirements to pass must be explicit. The VEE must properly document the results of assessment and provide the students with timely feedback on their assessments. Mechanisms for students to appeal against assessment outcomes must be explicit.	X		
8.3 The VEE must have a process in place to review assessment outcomes, to change assessment strategies and to ensure the accuracy of the procedures when required. Programme learning outcomes covering the full range of professional knowledge, skills, competences and attributes must form the basis for assessment design and underpin decisions on progression.	X		
8.4 Assessment strategies must allow the VEE to certify student achievement of learning objectives at the level of the programme and individual units of study. The VEE must ensure that the programmes are delivered in a way that encourages students to take an active role in creating the learning process, and that the assessment of students reflects this approach.	X		
8.5 Methods of formative and summative assessment must be valid and reliable and comprise a variety of approaches. Direct assessment of clinical skills and Day One Competences (some of which may be on simulated patients), must form a significant component of the overall process of assessment. It must also include the quality control of the student logbooks in order to ensure that all clinical procedures, practical and hands-on training planned in the study programme have been fully completed by each individual student.	X		
Standard 9: Academic and support staff			
9.1 The VEE must ensure that all staff are appropriately qualified and prepared for their roles, in agreement with national and EU regulations and must apply fair and transparent processes for the recruitment and development of staff. A formal training (including good teaching and evaluation practices, learning and e-learning resources, biosecurity and QA procedures) must be in place for all staff involved with teaching. Most academic staff (calculated as FTE) involved in veterinary training must be veterinarians. It is expected that more than 2/3 of the instruction that the students receive, as determined by student teaching hours, is delivered by qualified veterinarians.	X		
9.2 The total number, qualifications and skills of all staff involved with the programme, including teaching staff, 'adjunct' staff, technical, administrative and support staff, must be sufficient and appropriate to deliver the educational programme and fulfil the VEE's mission. A procedure must be in place to assess if they display competence and effective teaching skills in all relevant aspects of the curriculum that they teach, regardless of whether they are full or part time, residents, interns or other postgraduate students, adjuncts or off-campus contracted teachers.	X		
9.3 Staff must be given opportunities to develop and extend their teaching and assessment knowledge and must be encouraged to improve their skills. Opportunities for didactic and pedagogic training and specialisation must be available. The VEE must clearly define systems of reward for teaching excellence in operation. Academic positions must offer the security and benefits necessary to maintain stability, continuity, and competence of the academic staff. Academic staff must have a balanced workload of teaching, research and service depending on their role. They must have reasonable opportunities and resources for participation in scholarly activities.	X		
9.4 The VEE must provide evidence that it utilises a well-defined, comprehensive and publicised programme for the professional growth and development of academic and support staff, including formal appraisal and informal mentoring procedures. Staff must have the opportunity to contribute to the VEE's direction and decision-making processes. Promotion criteria for academic and support staff must be clear and explicit. Promotions for teaching staff must recognise excellence in, and (if permitted by the national or university law) place equal emphasis on all aspects of teaching (including clinical teaching), research, service and other scholarly activities.	X		
9.5 A system for assessment of teaching staff must be in operation and must include student participation. Results must be available to those undertaking external reviews and commented upon in reports.	X		
Standard 10: Research programmes, continuing and postgraduate education			
10.1 The VEE must demonstrate significant and broad research activities of staff that integrate with and strengthen the veterinary degree programme through research-based teaching.	X		

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10.2 All students must be trained in scientific method and research techniques relevant to evidence-based veterinary medicine and must have opportunities to participate in research programmes.	X		
10.3 The VEE must provide advanced postgraduate degree programmes, e.g. PhD, internships, residencies and continuing education programmes that complement and strengthen the veterinary degree programme and are relevant to the needs of the profession and society.	X		
10.4 The VEE must have a system of QA to evaluate how research activities provide opportunities for student training and staff promotion, and how research approaches, methods and results are integrated into the veterinary teaching programmes.	X		
<i>C: (total or substantial) compliance; PC: partial compliance (Minor Deficiency); NC: non-compliance (Major Deficiency)</i>			

Executive Summary

The Glasgow Veterinary College started in 1862 and was incorporated into the University of Glasgow in 1949. The School of Veterinary Medicine (called the VEE in this Report) is part of the College of Medical Veterinary and Life Sciences.

The VEE was visited by EAEVE/ESEVT in 2013 and was granted Approval status. The VEE is also fully accredited by the Royal College of Veterinary Surgeons (RCVS) and by the American Veterinary Medical Association (AVMA).

The SER was provided on time and written in agreement with the SOP 2019. Replies to the pre-Visitation questions from the experts were provided before the start of the Visitation. In agreement with the Exceptional Rules, an Addendum was also provided on time for explaining how the COVID-19 outbreak has affected the VEE and what actions have been taken to alleviate the impact of the lockdown.

Because of the travel restrictions linked to the COVID-19 outbreak, the Visitation was postponed from May 2020 to October 2021 and one expert had to complete the Visitation remotely. Webinars were organised permanently between the onsite and the remote member. An observer from RCVS was also present onsite.

Despite this difficult context, the Visitation was very well organised and in agreement with the 'Exceptional Rules for ESEVT Visitations linked to the COVID-19 outbreak' and with the 'Minimum requirements concerning health and safety measures to protect ESEVT Experts' health and to prevent the spread of COVID-19', as adopted by ExCom in June 2020. The Liaison Officer did a great job to adapt the schedule of the Visitation, to search for the requested information, to organise the relevant meetings and e-meetings, and to ensure the health and safety of the Visitors.

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

-) effective adaptation of the teaching activities to mitigate the restrictions imposed by the COVID-19 pandemic;
-) positive and cooperative atmosphere between staff and students;
-) dedicated academic and support staff to assist undergraduate students;
-) student-centred organisation and curriculum;
-) well integrated and holistic curriculum focused on learning outcomes and assessment;
-) well-developed communication skills and professional knowledge teaching;
-) well designed and multifunctional 'Mary Stewart' building;
-) authentic experience provided by the teaching farm for preclinical and clinical training;
-) well-developed student involvement in practical and clinical activities;
-) effective collaboration with shelters/charities for complementing the hands-on clinical training of undergraduate students;
-) transparent system for academic staff promotion;
-) well-established and highly effective quality assurance system.

Additional commendations are described in the Visitation Report.

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

-) partial compliance with Substandard 3.1.4 because of suboptimal practical training in pigs.

Additional suggestions for improvement are described in the Visitation Report.

Items of non-compliance with the ESEVT Standards (i.e. Major Deficiencies):

None.

Glossary

AVBC: Australasian Veterinary Boards Council
AVMA: American Veterinary Medical Association
BVMS: Bachelor of Veterinary Medicine and Surgery
DIC: Day One Competences
DOPS: Direct Observation of Procedural Skills,
EAEVE: European Association of Establishments for Veterinary Education
EBVS: European Board of Veterinary Specialisation
ECOVE: European Committee on Veterinary Education
EH: Equine Hospital
EMS: External Mural Studies
EPT: External Practical Training
ESEVT: European System of Evaluation of Veterinary Training
ESG: Standards and Guidelines for Quality Assurance in the European Higher Education Area
FSQ: Food Safety and Quality
FTE: Full-Time Equivalent
ILO: Intended Learning Outcome
IT: Information Technology
KPI: Key Performance Indicators
OSCE: Objective Structured Clinical Examination
PDCA: Plan Do Check Adjust
RCVS: Royal College of Veterinary Surgeons
QA: Quality Assurance
SAH: Small Animal Hospital
SER: Self Evaluation Report
SFC: Scottish Funding Council
SOP: Standard Operating Procedure
VEE: Veterinary Education Establishment
VPH: Veterinary Public Health
VTH: Veterinary Teaching Hospital

Decision of ECOVE

The Committee concluded that no Major Deficiencies had been identified.

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